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**A Professional Research and Knowledge  
Taxonomy for Youth Development:**

# **Youth Development**

**October 1987 - December 1989**



**AD-33 Bookplate**  
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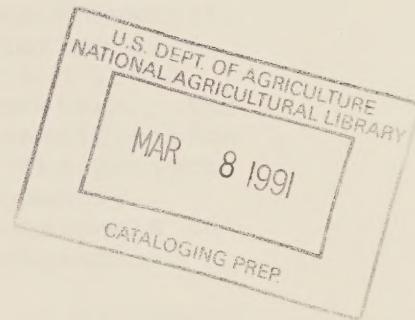
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**A Professional Research and Knowledge  
Taxonomy for Youth Development:**

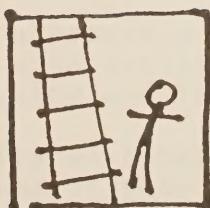
**Youth Development**

**October 1987 - December 1989**

**Updates September 1989 issue**



**Sandra L. Facinoli  
Youth Development Information Center**



**Youth  
Development**



The Professional Knowledge and Research Base of Extension 4-H Youth Development (4hprk) was a project funded by the Extension Service, U.S. Department of Agriculture. Two Land-Grant Universities cooperated with officials from the Extension Service and the National Agricultural Library (NAL) to identify the knowledge and research base of Extension 4-H Youth Development education and to abstract/compile the foundation materials to strengthen research-based 4-H youth development education throughout the United States.

Professional Research Knowledge Taxonomy Created

The Cooperative Extension Service, Mississippi State University completed the identification, collection, and annotation of works of research and inquiry related to Extension 4-H Youth Development from the academic, public and private sectors. The Ohio Cooperative Extension Service completed the identification and compilation of the knowledge base dimension of the project. This compilation represents the resources most frequently identified by Extension 4-H Youth Development professionals in the States as cornerstones for their educational programs.

The resources were subsequently sorted for the use of educators according to the five (5) basic component areas that comprise the identified knowledge base from which 4-H youth development proceeds: Communication, Educational Design, Youth Development, Youth Program Management, and Volunteerism.

Resources Housed at the National Agricultural Library (NAL)

A collection of resources identified as the 4-H professional, research and knowledge base (4hprk) is currently being assembled at NAL. Key research, books, and journal articles are being processed for the collection and subsequently added to AGRICOLA, NAL's national and international electronic database.

This bibliography, A Professional Research and Knowledge Taxonomy for Youth Development: Youth Development, was created by using the identifier "4hprk youth development" during a search of the AGRICOLA database. Readers will find such subject matter as:

the Cooperative Extension Service and 4-H philosophy and mission, needs assessment, program design, program implementation, and program redirection.

In addition to being accessible electronically, hard copies of the publications are also available through the interlibrary loan system of university and local libraries.

Accessibility to published literature is one of NAL's goals. Please refer to the end of this bibliography for information on how to obtain copies of these items.



Youth Development Information Center  
  Established at the National Agricultural Library

One result of this tremendous effort has been the formation of a Youth Development Information Center. A joint project of the Extension Service and the National Agricultural Library, the Center's staff assist youth development professionals with accessing the resources of the Library. The staff also assist the National Association of Extension 4-H Agents as they continue to identify and abstract resources for the 4hprk collection.

The Center staff work with other youth development agencies and organizations in the establishment of national youth information networks. Staff also identify materials for the national collection.

Services offered by the Center's professionals include: answering specific questions, referring users to other agencies and organizations, and conducting literature searches in a variety of databases.



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0001

**National Youthworker Education Project  
/Gisela Konopka .**

Konopka, Gisela. St. Paul, Minn. : University of Minnesota, Center for Youth Development and Research, 1980. Cover title. v, 311 p. : ill. ; 28 cm. Includes bibliographies. (NAL Call No.: DNAL HQ796.K6).

**Abstract:** This is a collection of readings from education sessions conducted as part of the National Youthworker Education Project (NYEP). NYEP represents a unique collaboration involving a private endowment (Lilly Endowment, Inc.), a major university (University of Minnesota) and eight national youth serving organizations (American Red Cross, Big Brothers/Big Sisters, Camp Fire, 4-H, Girls Clubs, Girl Scouts, YWCA, National Federation of Settlements and Neighborhood Centers). This project was designed to translate into significant action the insights developed from a nationwide survey of 1,000 adolescent girls conducted by Dr. Gisela Konopka.

0002

**Abortion in adolescence.**

Campbell, N.B. ; Franco, K.~Jurs, S. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1988. v. 23 (92). p. 813-823. Includes references. (NAL Call No.: DNAL HQ793.A44).

Sexual attitudes and behavior of adolescent females have been the topic of much interest over the past decade. Feelings about contraception, conception, and abortion have been described in relation to the adolescents' beliefs about the possibility of becoming pregnant, who will or will not "protect" them, and the influence of significant others on their decision making. This study explores differences in 35 women who had abortions during their teenage years with 36 women whose abortions occurred after the age of twenty. A demographic questionnaire, the Millon Clinical Multiaxial Inventory, and the Beck Depression Inventory were completed by women who were members of a patient-led support group. Premorbid psychiatric histories, the decision-making process itself, and distressing symptoms postabortion are reported. Specific differences in perceptions of coercion, preabortion suicidal ideation, and nightmares postabortion were found in the adolescent group. Antisocial and paranoid personality disorders as well as drug abuse and psychotic delusions were found to be significantly higher in the group who aborted as teenagers. Hypotheses regarding the influences of adolescent development on mother/child relationships, power struggles, and the use of fantasy as a coping device are explored.

0003

**Accuracy of weight perception among young adolescent girls: An examination of personal and interpersonal correlates.**

Forehand, R. ; Faust, J.~Baum, C.G.

Tucson : The Journal. The Journal of early adolescence. Summer 1985. v. 5 (2). p. 239-245. Includes references. (NAL Call No.: DNAL HQ796.J62).

The purpose of the present study was to examine the personal and interpersonal characteristics of young adolescent females who accurately and inaccurately perceived their weight. Ninety-nine sixth and seventh graders served as subjects. Three observers rated each subject as under, average, or over weight. Each subject rated herself as being under, average, or over weight. In addition, the adolescents completed a depression measure and a self-concept measure. Sociometric measures and teacher ratings of popularity also were completed. A discrepancy score between observer and adolescent rating of weight was then calculated and subjects were placed into one of three categories: Underestimate, accurate estimate, and overestimate judgment groups. The results indicated that approximately one-half of the sample accurately estimated their weight as there were 49 accurate estimates, 18 overestimates, and 32 underestimates. Furthermore, relative to accurate estimation, inaccurate weight estimation was associated with personal maladjustment (depression and poor self-concept) but not interpersonal difficulties (popularity). The underestimate and overestimate groups did not differ from one another on any of the dependent measures. Implications of the results for nonclinic and clinic populations are discussed.

0004

**Acknowledging change for youth development**  
**Alvin Poussaint.**

Poussaint, Alvin. Stacy, MN : Spectra Photo/Audio. 1988 . Presented at the 1988 National Association of Extension 4-H Agents 42nd Annual Conference, Nov. 6-10, 1988, Minneapolis, MN.~ "317-T22."~ Title in proceedings: Acknowledging change for youth development programs. 1 sound cassette (ca. 90 min.). (NAL Call No.: DNAL Audiocassette no.134).

**Abstract:** Dr. Poussaint is a renowned expert on family relations, and services as a consultant to the television show "The Cosby Show." Dr. Poussaint's seminar addresses current trends and issues in today's families which affect youth. He covers successful programs and efforts which could assist youth-at-risk.

0005

**Adaptive and reactive distancing among adolescents from alcoholic families.**

Berlin, R. ; Davis, R.B.~Orenstein, A. San Diego, Calif. : Libra Publishers. Adolescence. Fall 1988. v. 23 (91). p. 577-584. Includes references. (NAL Call No.: DNAL HQ793.A44).

Based on work with adolescents at a mental health center and an alcohol education program, some of the difficulties children of alcoholics experience in separating from their homes are considered. These difficulties

are described in terms of organizing fantasies in which adolescents use relationships outside of their homes to work through unresolved feelings about their families.

0006

**Adolescence /Margaret A. Lloyd.**

Lloyd, Margaret A. 1942-. Cambridge : Harper & Row, c1985. Includes indexes. xiii, 445 p. : ill. ; 25 cm. Bibliography: p. 399-428. (NAL Call No.: DNAL BF724.L63).

Abstract: "Adolescence" is designed to function as an undergraduate text that facilitates the teaching and learning of adolescent psychology. The text is organized into two sections. Part I is devoted to a survey of the study of adolescence and introduces the student to the basic fundamentals of the subject matter. Topics covered in Part I include perspectives on adolescence and youth, physical development and sexual development, intellectual and cognitive development, socialization, and personality development. Part II introduces the student to nine key aspects of adolescent development in a chapter-by-chapter approach.~ Aspects of development discussed include self-concept and identity development, sex roles and identity, relating to parents and achieving independence, relating to peers, educational experiences, establishing personal values and a philosophy of life, becoming a sexual person, choosing and preparing for an occupation, and hazards in the adolescent experience. All nine chapters in Part II include a section of exercises, case studies, and questions for use in general classroom or small group discussions. An appendix is included that outlines processes for studying the book's contents through the use of small group discussions.

0007

**Adolescence the confusing years! /G. Lorin Swanson.**

Swanson, G. Lorin. Lancaster : Technomic, c1988. xv, 202 p. ; 24 cm. Includes bibliographical references and index. (NAL Call No.: DNAL HQ796.S94 1988).

Abstract: This book discusses topics of interest to adolescents and their parents concerning the physical and psychological development of the adolescent. The intent of the publication is to open communication between parents and adolescents and provide information about the circumstances adolescents must cope with. Topics include: adolescent emotions; adolescent social pressures; drug use and abuse; child abuse; and, sexual development and other sexual issues.

0008

**The adolescent development, relationships, and culture /F. Philip Rice.**

Rice, F. Philip. Boston : Allyn and Bacon, c1987. xiv, 658 p. : ill. ; 25 cm. Includes bibliographies and indexes.

(NAL Call No.: DNAL H0796.R5 1987).

Abstract: This introductory textbook presents a comprehensive, up-to-date discussion on adolescence. Relevant material from sociology, anthropology, and education is utilized to place the American adolescent in a social perspective to gain a better understanding of his or her total life and culture. Topics include: physical growth and change; body image; intellectual and cognitive development; self-concept and self-esteem; adolescent alienation; substance abuse; social development and dating; sexual values and behavior; religion and moral development; and, work and vocation.

0009

**Adolescent alcohol abuse: subgroup differences and relationships to other problem behaviors.**

Barnes, G.M. ; Welte, J.W. Tucson, AZ : H.E.L.P. Books. Journal of adolescent research. Spring 1986. v. 1 (1). p. 79-94. Includes references. (NAL Call No.: DNAL H0793.J68).

Studies show that youthful alcohol abuse is associated with a variety of other adolescent problem behaviors, such as illicit drug use and delinquency. The study determined the prevalence and correlation of alcohol abuse using a very large representative sample of secondary school students in New York State. The relationships between alcohol-related problems and other problem behavior was examined in the context of adolescent problem behavior theory. In addition, the extent of alcohol problems and the relationships between alcohol abuse and other problem behaviors may be different in minority groups than among the majority population of youth. These issues have not been adequately studied since most surveys of adolescent drinking have not included large numbers of Black, Hispanic, and other minority youth. The ethnic diversity of New York State and this large sample of over 27,000 students permit an examination of alcohol abuse among specific adolescent minority groups.

0010

**Adolescent and young adult fathers problems and solutions / by Gina Adams and Karen Pittman .**

Adams, Gina C. ; Pittman, Karen J., 1952-. Washington, D.C. (122 C St., N.W. Washington, 20001) : Children's Defense Fund, 1988 . Cover title.~ "May 1988."~ "A publication of the Adolescent Pregnancy Prevention Clearinghouse.". 31 p. : ill. ; 28 cm. Includes bibliographical references. (NAL Call No.: DNAL HQ759.64.A3).

Abstract: Drawing heavily from a meeting held at the Children's Defense Fund in the fall of 1987, this report focuses on the problems facing adolescent males and young fathers. Subject areas include: How old are the fathers of children born to adolescent mothers? What is known about young fathers' willingness to accept responsibility for their children? What should be done about the

partners of adolescent mothers? The report concludes that the final responsibility lies with the young father and the nation at large. Selected program profiles and public education efforts are provided.

0011

**Adolescent development and behavior /Jerome B. Dusek.**

Dusek, Jerome B. Englewood Cliffs, N.J. : Prentice-Hall, c1987. Includes indexes. xi, 512 p. : ill. ; 24 cm. Bibliography: p. 462-489. (NAL Call No.: DNAL BF724.D8).

**Abstract:** This book presents basic facts about adolescent development from a scientific research perspective. The material is not intended as a "how-to-raise-your-adolescent" book, but a "how-to-understand-adolescence" text which is designed to foster an understanding of how and why adolescence has evolved as it has in the United States. Topics include: biological change and adolescent behavior, intellectual and cognitive development in adolescence, socialization and sex role development, parent and family influences on adolescent socialization, peer group influences on adolescent development, moral development in adolescence, and self-concept and identity development.

0012

**Adolescent ego development: relationship to family cohesion and adaptability.**

Barkken, L. ; Romig, C. London : Academic Press. Journal of adolescence. Mar 1989. v. 12 (1). p. 83-94. Includes references. (NAL Call No.: DNAL RU499.A1J57).

Adolescence has been a focus of research for several decades. Recently, a portion of this body of research has addressed the relationship between adolescent development and family functioning. The intent of much of this research has been the attempt to determine how family dynamics influence the developmental processes of adolescents. Adolescents' perceptions of family cohesion and adaptability, as well as their levels of satisfaction with those perceptions, have been correlated with ego development within a sample of middle adolescents. Adaptability and cohesion were found to be significantly related to ego development, but interactions among the two variables, as well as with family structure were important.

0013

**The adolescent girl in conflict /Gisela Konopka.**

Konopka, Gisela. Englewood Cliffs, N.J. : Prentice-Hall, c1966. "A Spectrum book".~ Includes index. x, 177 p. ; 21 cm. Bibliography: p. 162-171. (NAL Call No.: DNAL HV6046.K6).

**Abstract:** This in-depth 3-year study of delinquent girls attempted to delineate what factors brought young girls into conflict with society and what elements in the maturing process made them vulnerable during their adolescent years. Interviews were conducted with

girls whose behavioral problems had brought them to the reformatory and the delinquency institution.

0014

**Adolescent girls in distress: a high-risk intersection.**

Berger, R. ; Schechter, Y. San Diego, Calif. : Libra Publishers. Adolescence. Summer 1989. v. 24 (94). p. 357-374. Includes references. (NAL Call No.: DNAL HQ793.A44).

Adolescent girls in distress are at high risk due to their location at the intersection of three populations at risk: adolescents, females, and those in social distress. The first part of this article specifies the parameters of the population in terms of behavioral and personality features, based on empirical research in Israel as well as the United States. The second part discusses the main characteristics of each of the three populations, with special emphasis on the components of transition in each. The third part develops an integrative theoretical model that illustrates the uniqueness of this group and its problems and that may serve as a basis for the development of diagnostic and treatment tools for helping these girls. In this model, the profiles of adolescents in general, adolescent boys, adolescent girls, and adolescent girls in distress are compared. The comparison is made in terms of physical, cognitive, social, and emotional development, interpersonal relationships, and status in the family. Comparison of the profiles reveals that adolescent girls in distress are located at the extreme end of the spectrum of the six developmental areas. Implications of the findings are discussed in terms of the inconsistency between messages on various levels: explicit versus implicit; intrafamilial versus social; and expectation versus opportunity. It is concluded that the specific needs of this group require the establishment of an appropriate policy as well as a variety of strategies, including nonconventional techniques, for creating a multidimensional intervention program.

0015

**Adolescent language as affectively coded behavior: findings of an observational research project.**

Danesi, M. San Diego, Calif. : Libra Publishers. Adolescence. Summer 1989. v. 24 (94). p. 311-320. Includes references. (NAL Call No.: DNAL HQ793.A44).

This study aims to formulate a minimal typology of the speech-programming categories of adolescent language. In all, thirty-six adolescents (ages 13 to 18) living in the city of Toronto were recorded both in spontaneous conversational settings and in formal interview sessions. The ensuing analysis of these recordings led to the postulation of three basic categories: emotive, connotative, and socially coded language programming. These categories can be seen to provide a framework within which to conduct more specific

kinds of research on adolescent language.

0016

**Adolescent mental health in China.**

McClure, G.M.G. London : Academic Press. Journal of adolescence. Mar 1988. v. 11 (1). p. 1-10. Includes references. (NAL Call No.: DNAL RJ499.A1J57).

Adolescent Mental Health in China is the responsibility of the wider society and is supported by social, educational and health care resources. With limited facilities, China emphasizes community mental health care, with prevention and health promotion as priorities. Mental health is considered in the context of an orderly socialist society with stable family life supported by the state. Society is currently influenced by a mixture of Communist ideology, ancient tradition and newer Western approaches. Difficulties in reconciling these factors are affecting the attitudes and behaviour of China's youth.

0017

**Adolescent pregnancy whose problem is it? / by Karen Pittman.**

Pittman, Karen J., 1952- ; Pittman, Karen J., 1952-. Washington, D.C. (122 C St., N.W., Washington, 20001) : Children's Defense Fund, 1986. Cover title.~ "January 1986."~ "A publication of the Adolescent Pregnancy Prevention Clearinghouse.". 11 p. : ill. ; 28 cm. Includes bibliographical references. (NAL Call No.: DNAL HQ759.64.A32).

Abstract: The overall purpose of this report is to show that adolescent pregnancy is a national problem that has reached crisis stage in low income and minority communities. These people are more prone to the social and economic consequences associated with early parenthood, which results in increase in single parenthood. Drawing from results of different sources of national data, the report examines why teenage pregnancy is a problem, then comparisons are made domestically and internationally.

0018

**Adolescent pregnancy and infant mortality: isolating the effects of race.**

Davis, R.A. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1988. v. 23 (92). p. 899-908. Includes references. (NAL Call No.: DNAL HQ793.A44).

Researchers continue to accept the untested assumption that the difference between black and white infant mortality rates is largely attributable to race-linked differences in teenage pregnancies (Wise, 1984). The basic notion is that the inordinately high black teenage pregnancy rate (because of its association with low birth weight births) accounts for this difference. This paper tests this key assumption directly and finds only partial support for it. It then argues that the key to the black-white difference in infant mortality is poverty, not teenage pregnancy. Using data from the state of

North Carolina, the results suggest that poverty, not race, plays the crucial role in infant mortality.

0019

**Adolescent pregnancy an anatomy of a social problem in search of comprehensive solutions.**

Washington, D.C. (122 C St., N.W., Washington, 20001) : Children's Defense Fund, 1987. Cover title.~ "A publication of the Adolescent Pregnancy Prevention Clearinghouse."~ "January 1987.". 14 p. ; 28 cm. (NAL Call No.: DNAL HQ759.64.A34).

Abstract: In their campaign to prevent teen pregnancy, the Children's Defense Fund (CDF) looks at the problems of adolescent pregnancy and why all citizens should be involved in its prevention. The information provided in this book is designed to prevent child and family poverty. The topical areas dealt page by page include ten reasons to prevent teen pregnancy, the major barriers to preventing teen pregnancy, what you can do to prevent teen pregnancy in your community, and what must be done to prevent teen pregnancy. Finally the report dealt with the strategies the CDF is pursuing in order to reduce premature sexual activity and pregnancy and the resulting abortions, births, school dropouts, and poor health outcomes that are common among teens.

0020

**Adolescent psychology a contemporary view /Linda Nielsen.**

Nielsen, Linda. New York : Holt, Rienhart, and Winston, c1987. xxxiii, 765 p. : ill. ; 25 cm. Includes bibliographies and indexes. (NAL Call No.: DNAL BF724.N5).

Abstract: This introductory textbook attempts to present the most recent data and the current controversies in the field of adolescent psychology. The author also attempts to engage students in an examination of their own adolescence and its impact on their present lives. Topics include: physical development, cognitive development; identity and personality; sex roles and development; adolescents from minority cultures; moral, religious, and political development; drugs and adolescents; and, families, schools, peers and the adolescent.

0021

**Adolescent self-esteem: a multidimensional perspective.**

Openshaw, D.K. ; Thomas, D.L.~Rollins, B.C. Tucson : The Journal. The Journal of early adolescence. Fall 1981. v. 1 (3). p. 273-282. Includes references. (NAL Call No.: DNAL HQ796.J62).

The study empirically combines two commonly used measures of adolescent self-esteem, the Rosenberg Self-Esteem Scale and a modified version of the Osgood Semantic Differential, with special attention focusing on the degree of association between two measures. A crucial aspect of the study focused upon ascertaining the degree of association between four suggested independent

dimensions of self-esteem derived from the two instruments. In addition, the study utilized sex and generation variables in assessing structural equivalence. A stratified random sample of 184 families with adolescents was taken. Self-report data were gathered from this sample. Factor analysis with varimax rotation and the Cronback Reliability Coefficient were the statistical procedures employed. The findings of the study suggest two important considerations for self-esteem research and application: first, the results indicate that four valid and reliable dimensions of self-esteem can be derived from the two instruments; and second, the dimensions derived demonstrate structural equivalence.

0022

**Adolescent sex-role orientation and ego identity.**

Lamke, L.K. ; Peyton, K.G. London . Academic Press. Journal of adolescence. Sept 1988. v. 11 (3). p. 205-215. Includes references. (NAL Call No.: DNAL RJ499.A1J57).

This study investigated the relationship between sex-role development and ego development in a sample of 9th-12th grade Anglo-American and Mexican-American students attending high school in a southwestern state. All students were administered: (a) the Extended Objective Measure of Ego Identity Status (Grotevant and Adams, 1984) as a measure of ego development (i.e., diffusion, foreclosure, moratorium, and identity achievement), and (b) the Personal Attributes Questionnaire Short Form (Spence, Helmreich and Stapp, 1975) as a measure of masculinity and femininity. Results indicated no ethnic differences in the relationship between ego identity and masculinity/femininity. Adolescents who were identity achieved on ideological identity formation had significantly higher levels of masculinity than did moratorium, foreclosed, and diffused individuals. For interpersonal identity, identity achieved adolescents had higher levels of both masculinity and femininity than did individuals who were foreclosed, diffused or in moratorium. Discussion centered on these results in light of the additional finding that there was little shared variance ( $\eta^2$ ) between masculinity, femininity and ego identity.

0023

**Adolescent suicide: character traits of high-risk teenagers.**

Neiger, B.L. ; Hopkins, R.W. San Diego, Calif. : Libra Publishers. Adolescence. Summer 1988. v. 23 (90). p. 469-475. Includes references. (NAL Call No.: DNAL HQ793.A44).

Adolescent suicide rates are increasing and are currently higher than ever recorded. Thus, it has become essential for health professionals, counselors, and parents to become familiar with characteristics of the high-risk teenager. This article examines personality traits and life

circumstances which place an adolescent at higher risk for suicide. Among the variables examined are: depression, acute suicidal behavior, poor family relationships, alcohol and drug use, recent loss, failure in school, and other characteristics. As adolescents pass through difficult life stages successfully, teenage suicides will decrease. Professional helpers and parents must be able to recognize the signs which are discussed and take an active role in prevention and/or intervention.

0024

**Adolescents, alcohol, and drugs a practical guide for those who work with young people /by Judith H. Jaynes and Cheryl A. Rugg.**

Jaynes, Judith H. ; Rugg, Cheryl A. Springfield, Ill., U.S.A. : Thomas, c1988. Includes index. xvi, 193 p. ; 27 cm. Bibliography: p. 179-182. (NAL Call No.: DNAL HV499.Y68J3).

Abstract: This book is designed to thoroughly acquaint therapists, school counselors and nurses, teachers, psychologists, psychiatrists, family therapists, social workers, recreation leaders and youth workers, and those in the juvenile court system, with the phenomenon of chemical dependency. The book explains not only the characteristics and dynamics of chemical abuse and dependency but also discusses the complex interrelationship of chemical dependency and other adolescent problems. The school setting is focused upon since young people spend much of their time in schools and their academic performance is increasingly being affected by chemical abuse problems.

0025

**Adolescents' and parents' conceptions of parental authority.**

CHDEAW. Smetana, J.G. Chicago, Ill. : University of Chicago Press. Child development. Apr 1988. v. 59 (2). p. 321-335. Includes references. (NAL Call No.: DNAL RJ1.C3).

0026

**Adolescents help themselves by helping others.**

Schine, J.G. Washington, D.C. : Office of Human Development Services, Department of Health and Human Services. Children today. Jan/Feb 1989. v. 18 (1). p. 10-15. ill. Includes references. (NAL Call No.: DNAL HV701.C51).

The conception and development of the Early Adolescent Helper Program is detailed in this article. The Early Adolescent Helper Program encourages growth through activities that meet the developmental needs of 10- to 15-year-olds. Volunteers or program leaders are trained to provide a structured after-school environment that is both positive and safe. Three "guides for teachers and program leaders" may be purchased to aid in the organization and implementation of an Early Adolescent Helper Program. These resources explain the "Child Care Helper Program," "Latchkey Helpers," and "The Partners

Program."

0027

**Adolescents' mental health and the Greek family: preventive aspects.**  
Ierodiakonou, C.S. London : Academic Press. Journal of adolescence. Mar 1988. v. 11 (1). p. 11-19. Includes references. (NAL Call No.: DNAL RU499.A1J57).

Preventive mental health measures can be properly planned only if the various factors leading to the adolescent's personality structure are extensively investigated. Starting with the specific attitudes of a couple towards genetic counselling, the disadvantages of urbanization and of the dissolution of the traditional extended family are discussed with regard to their effect on the younger members. Data are produced concerning the child-rearing practices of Greek in comparison to American parents and their effect on the adolescent's emotional life. Extreme dependence on the family, pressure for school achievements, lack of sexual education, etc. are characteristic of the stresses a Greek adolescent undergoes. Socio-cultural conditions, like immigration, adoption, etc. are shown to have a different psychological effect on an adolescent in Greece than in America. Specific stresses regarding the adolescent's future, like preparing for university entrance examinations, are discussed and preventive measures are proposed.

0028

**Adolescents' perceptions of and feelings about control and responsibility in their lives.**

Ortman, P.E. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1988. v. 23 (92). p. 913-924. Includes references. (NAL Call No.: DNAL HQ793.A44).

This paper describes a hypothesis-generating study which merges a review of past conceptualizations and research (done mainly with children) with the results of a semistructured interview designed to distinguish between perceptions of control and responsibility in adolescents. Eight female and eight male freshmen and seniors from a middle-class high school in suburban Virginia were interviewed concerning their views and feelings of control and responsibility. They also rated themselves on a scale of 0 to 10 in eight areas of their lives on how much in control and how responsible they felt for things that happened in those areas and, in general, how satisfied they were with their lives. Pearson product-moment correlations showed that feelings of responsibility and control were highly correlated for this group, as were feelings of control and life satisfaction. Although the relationship between responsibility and life satisfaction was not significant for the total group, it was significant for the eight seniors. Students were further questioned concerning recent decisions they had made and who they felt had

control over them and were responsible for them. In general, adolescents ascribed control and responsibility to the same source, but they seldom described shared control or responsibility. Implications for the development of social responsibility as well as future research are discussed.

0029

**Adolescents' perceptions of cannabis use by their peers: does it have anything to do with behavior?**

Sheppard, M.A. Amityville, N.Y. : Baywood Publishing Company. Journal of drug education. 1989. v. 19 (2). p. 157-164. Includes references. (NAL Call No.: DNAL HV5808.J68).

This study examined the relationship between perceptions of cannabis and intentions to use and use of this substance. The subjects of this study related to youth at risk were 2,319 elementary and secondary students from three school districts. Students were divided to allow for three experimental conditions and one control group. Students were tested at three periods: 1) before a large scale cannabis education program, 2) after the program, and 3) six months later. Using Siegal's procedures, the authors found that for the pretest, in both elementary and secondary schools, there was no statistical relationship between intention to use cannabis and estimates of prevalence. The posttest and follow-up showed no significant change in the intentions to use cannabis.

0030

**Adolescents: segregated and subordinated.**

Francis, R.M. ; Walker, G. Tucson, AZ : Associates for Youth Development. New designs for youth development. May/June 1981. v. 2 (3). p. 9-13. (NAL Call No.: DNAL HQ793.N48).

This survey was part of a project begun in 1979 to involve young people and community leaders in an effort to reduce the level of delinquent behavior and to increase positive youth development in the community. The survey had two purposes: to measure the amount of delinquent activity that young people were involved in and to gain a better understanding of adolescence and some of the factors which cause young people to commit delinquent acts. Data from questionnaire items were grouped into five indexes, reflecting the type and the extent of a youth's involvement. Types of delinquent involvement, age of youth involved in delinquent behavior, alienation of youth from adults, peer pressure, parent alienation from the juveniles, and alienation from school and from local authorities were all categories, mentioned in the study. For adults and adolescents to live and work together there must be changes as indicated here.

0031

**Adolescents today /John S. Dacey.**

Dacey, John S. Glenview, Ill. : Scott, Foresman, c1986. xiii, 524 p. : ill. ; 24 cm. Includes bibliographies and indexes. (NAL Call No.: DNAL HQ796.D18 1986).

**Abstract:** This book is designed for use in adolescent psychology courses at the introductory level. The first part of the publication defines adolescence and then describes the developmental patterns associated with identity, puberty, thought, and moral judgement. The second section treats the influences of the environment, beginning with the inner circle of the family and extending outward to the complex world of values formation. This work not only provides up-to-date information on the many aspects of teenage life but also to offer to those who work with adolescents suggestions on helping make their lives happier and more meaningful.

0032

**Adolescents' views on issues related to divorce.**

Kurdek, L.A. ; Sinclair, R.J. Tucson, AZ : H.E.L.P. Books. Journal of adolescent research. Winter 1986. v. 1 (4). p. 373-387. Includes references. (NAL Call No.: DNAL HQ793.J68).

In this study, 208 junior high school students were asked to imagine that they were divorced parents. Students' views on child custody and visitation issues were related to their current family structure (intact with low or high levels of interparent conflict, mother-headed divorced, or reconstituted with stepfather), gender, and grade (7 or 9). Girls in intact families indicated that they would see their children more frequently than boys. Boys wanted their imagined ex-spouses to visit more frequently than girls did. All adolescents predicted more frequent visitation by themselves than by their imagined ex-spouses, and this was particularly true for girls in low conflict intact families. When adolescents from intact families were asked to imagine that their parents were getting divorced, ninth graders (relative to seventh graders) and boys (relative to girls) were more likely to want to live with both parents, and girls were more likely to want to live with their mothers. Relative to adolescents in other family structures, adolescents from reconstituted families were most likely to think that a stepparent could replace a real parent.

0033

**Adolescents who apparently are invulnerable to drug, alcohol, and nicotine use.**

Marston, A.R. ; Jacobs, D.F.~Singer, R.D.~Widaman, K.F.~Little, T.D. San Diego, Calif. : Libra Publishers. Adolescence. Fall 1988. v. 23 (91). p. 593-598. Includes references. (NAL Call No.: DNAL HQ793.A44).

As part of a large survey of addictive behavior in high school students, a group of 43 girls and 34 boys was

identified who denied any use of drugs, alcohol, or tobacco. These apparently invulnerable adolescents were compared to the rest of the "user" sample on the remaining items of the questionnaire. The invulnerable students reported generally better physical and mental health and academic achievement. They also indicated a significantly lower rate of similar problems in their parents.

0034

**An adult communication skills program to prevent adolescent smoking.**

Worden, J.K. ; Flynn, B.S.~Brisson, S.F.~Secker-Walker, R.H.~McAuliffe, T.L.~Jones, R.P. Amityville, N.Y. : Baywood Publishing Company. Journal of drug education. 1987. v. 17 (1). p. 1-9. Includes references. (NAL Call No.: DNAL HV5808.J68).

In this study, communication skills training is utilized in the prevention of adult smoking. Workshops comprising 125 parents, teachers, and other adults were conducted. This was followed by a one year follow-up evaluation of participants to assess knowledge and use of skills and a behavioral comparison of adolescent smoking initiation between an area receiving a high intensity of workshops and low intensity area. Findings indicated that participants were mostly mothers, 66% of the people surveyed after one year from the study reported that they have used the skills five or more times in the previous month. The study suggests that adolescent smoking and other problem behaviors may be impacted by adult communication skills.

0035

**Affective quality of family relations and adolescent identity exploration.**

Papini, D.R. ; Sebby, R.A.~Clark, S. San Diego, Calif. : Libra Publishers. Adolescence. Summer 1989. v. 24 (94). p. 457-466. Includes references. (NAL Call No.: DNAL HQ793.A44).

The purpose of this study was to examine the relationship between adolescent pubertal status, the affective quality of family relations, and the early adolescent's exploration of a sense of ego identity. Fifty-one intact families with adolescents in the seventh grade agreed to participate. Each family member completed a battery of questionnaires designed to assess familial adaptation to pubertal growth and identity exploration. The results reveal that the affective quality of parent-adolescent relationships and the pubertal status of the adolescent appear to influence the adolescent's exploration of ego identity. The need to establish the functional significance of familial adaptation to adolescent pubertal growth for identity development is discussed.

0036

**Age and sex differences in choice of consultant for various types of problems.**  
CHDEAW. Wintre, M.G. ; Hicks, R.~McVey, G.~Fox, J. Chicago, Ill. : University of Chicago Press. Child development. Aug 1988. v. 59 (4). p. 1046-1055. Includes references. (NAL Call No.: DNAL RJ1.C3). To investigate age, sex, and situational differences in choice of consultant, 192 students were interviewed--24 males and 24 females at ages 8, 11, 14, and 17. All subjects were presented with 3 hypothetical problems--an impersonal problem, an interpersonal problem with a peer, and an interpersonal problem with a parent. Subjects were asked to indicate whom they would select for advice: a familiar adult, an adult expert, a familiar peer, or a peer expert. Analyses were conducted for 3 sets of dependent measures--first choice of consultant, dimensions revealed by combining first and second choices, and subjects' justifications for their choices. The results reveal that consultant preferences are a function of both an age X situation and an age X sex interaction. The dimensions of familiarity increases developmentally, indicating that, although seeking help from peers increases with age, adults remain important sources of support throughout adolescence. Furthermore, in choosing consultants, females value familiarity, whereas males value expertise.

0037

**Age and sex differences in early adolescent's information sources.**  
Gould, A.W. ; Mazzeo, J. Tucson : The Journal. The Journal of early adolescence. Fall 1982. v. 2 (3). p. 283-292. Includes references. (NAL Call No.: DNAL HQ796.J62). This study investigated the effects of age and sex on the information sources to which early adolescents turn when confronted with questions concerning general life issues. A total of 615 male and female adolescents ranging in age from 10 to 14 years, responded to a questionnaire consisting of 15 different sources in information. Analysis of the preferred information source utilizing log linear models indicated significant age and sex effects. Specifically, at each age level the odds of a female choosing mother as opposed to father as a source of information was 14 times greater than the same odds were for males. Additionally, it was found that both sexes increasingly rely on peers as age increases, but females rely on peers earlier and to a greater extent across all ages than do their male counterparts. The results are discussed in relation to the available literature concerning adolescent information sources.

0038

**Age differences in reactions to help in a peer tutoring context.**  
CHDEAW. DePaulo, B.M. ; Tang, J.~Webb, W.~Hoover, C.~Marsh, K.~Litowitz, C. Chicago, Ill. : University of Chicago Press. Child development. Apr 1989. v. 60 (2). p. 423-439. Includes references. (NAL Call No.: DNAL RJ1.C3). Second and fourth graders (8- and 10-years-old) were tutored by children in the same grade as themselves or 2 grades older. It was predicted that help would be self-threatening in dyads in which the children were similar to each other in both age and achievement. In those dyads, the high achieving tutees (and their tutors) should respond to the threat by performing well; in the same-age dyads with low achievers, however, only the tutors should perform well. This pattern should be more evident in the dyads involving fourth-grade tutees, who are more sensitive than are second graders to the self-relevant implications of social comparison information. These predictions were supported. We also hypothesized that help would be supportive in dyads in which the tutors were older and smarter than their tutees, especially if cooperative contingencies were in effect. As predicted, those dyads were characterized by positive socioemotional outcomes, but poor performance by the tutees relative to their tutors.

0039

**AIDS and adolescents: threat of infection and approaches for prevention.**  
Bingham, C.R. Tucson, Ariz. : The Journal. The Journal of early adolescence. Feb/May 1989. v. 9 (1/2). p. 50-66. Includes references. (NAL Call No.: DNAL HQ796.J62). Acquired Immune Deficiency Syndrome (AIDS) has reached epidemic proportions in many countries. In the United States the infection is currently most common among homosexual males and intravenous (IV) drug users in urban areas. However, heterosexuals are also at risk of AIDS infection, as is illustrated by the heterosexual-infection patterns present in areas outside the United States. The adolescent population of the United States is currently behaviorally and biologically at risk of AIDS contagion, and, although current infection rates among adolescents are low, the infection could mushroom in the future. Therefore, now is the time to vigorously implement AIDS-prevention strategies among the adolescent population. Some possible strategies involve public education and the modification of risk behaviors, anonymous blood-testing services, development of social support systems, and the implementation of empowerment strategies.

0040

**The AIDS challenge prevention education for young people /edited by Marcia Quackenbush and Mary Nelson, with Kay Clark.**  
; Quackenbush, Marcia.~Nelson,

Mary.-Clark, Kay.; 1942-. Santa Cruz, CA : Network Publications, 1988. xvi, 526 p. : ill. ; 23 cm. Includes bibliographies. (NAL Call No.: DNAL RC607.A26A4).

**Abstract:** This book provides updated information on the AIDS Disease suitable for prevention education for youth. It serves as a synopsis of current knowledge available on AIDS education from 32 national and international experts. Insight on youth program development and implementation in formal and informal settings is provided for professional educators and parents.

0041

**AIDS in adolescence a rationale for concern /Karen Hein.**

Hein, Karen. Washington, D.C. : Carnegie Council on Adolescent Development, 1988. "June 1988." vi, 45 p. ill. ; 29 cm. Includes bibliographical references (p. 39-45). (NAL Call No.: DNAL RJ387.A25H4).

**Abstract:** This paper, written for the Carnegie Council on Adolescent Development, focuses on special considerations for dealing with AIDS in the adolescent population. The author begins with chapters on the AIDS epidemic, national and international AIDS data, and adolescent data. Next, the author discusses the rationale for concern and includes behavioral issues related to drugs and sex, psychological issues, and socio-political issues. Last, she provides examples of responses to the AIDS issue for this group of youth at risk.

0042

**Alcohol decisions. Wright ... et al. .**  
: Wright, Sharon K. B. Stacy, MN : Spectra Photo/Audio, 1988. Presented at the 1988 National Association of Extension 4-H Agents 42nd Annual Conference, Nov. 6-10, 1988, Minneapolis, MN.~ "317-T14."~ Title in proceedings: Responding to reality: alcohol decisions. 1 sound cassette (ca. 90 min.). (NAL Call No.: DNAL Audiocassette no.136).

**Abstract:** Responding to realities of traffic accidents and fatalities caused by drinking and driving teenagers and early alcohol experimentation by pre-teens, Minnesota 4-H developed the "Alcohol Decisions" program. Targeting both age groups, "Alcohol Decision" trains teens to teach 10-12 year olds about the effects of alcohol and to help them build skills necessary for wise decisions. The teen training program includes learning principles, teaching strategies, and characteristics of 10-12 year olds. It provides teens with teaching materials, lesson plans, and various suggestions for classroom activities. While there is information on the effects of alcohol on the human body, the emphasis is on life skills - communicating, being assertive, refusing, making friends, and dealing with peer pressure.~ Teens help the 10-12 year olds recognize and practice responses to various forms of peer pressure. In the process of this

teaching, the teens have to work through their personal positions on issues of chemical use/non-use and peer pressure and they improve their own decision making and problem solving skills. Workshop participants will see the printed and audiovisual materials used in the training workshops and in the elementary classrooms. They will hear about variations of the Alcohol Decisions program currently being implemented in four Minnesota counties by 4-H agents and teens.

0043

**All grown up & no place to go teenagers in crisis /David Elkind.**

Elkind, David, 1931-. Reading, Mass. : Addison-Wesley, 1987 printing, 1984. Includes index. viii, 232 p. ; 25 cm. Includes bibliographical references. (NAL Call No.: DNAL HQ796.E53 1987).

**Abstract:** Psychologist David Elkind wrote All grown up and no place to go for parents and other adults who deal with teens to help them understand the pressures facing today's adolescents and to offer advice concerning how to guide teens through those turbulent years. The book points out societal changes and problems and how they take their toll on adolescents. Part I documents the idea of premature adulthood which is pervasive in modern American society and emphasizes the stress that this brings about for teens. Elkind asserts that teenagers must adjust to the physical development of puberty, a new way of cognitive thinking, and peer shock--the struggle of adjusting to concepts of social exclusion, betrayal, and disillusionment. Society requires these adjustments, while at the same time taking the necessary time for adjustment away from adolescents by bestowing upon them premature adulthood. An inordinate amount of stress is the result.~ Part II deals with the recent disappearance of traditional external "markers," such as clothing that differentiates children from adults and information that was previously reserved for adults. Family life disruption by divorce and step families is explored, as is the failure of schools to provide for the personal identity and educational needs of teenagers. Again, the result of these changes is stress for the adolescent. Part III discusses how stress contributes to difficulty in forming a holistic self-identity and how this leads to a variety of behavioral and personality problems. The last chapter attempts to answer this question: "What can we do to prevent some of the human waste and misery that is so endemic to young people today?" Elkind gives advice concerning what adults can do.

0044

**American youth a statistical snapshot /by James R. Wetzel.**

Wetzel, James R. Washington, D.C. (1001 Connecticut Ave., N.W., Suite 301, Washington 20036-5541) : Youth and America's Future, the William T. Grant Foundation Commission on Work, Family and Citizenship, 1987. Cover title.~

"June 1987." . ix, 34 p. : ill. ; 28 cm. Includes bibliographical references. (NAL Call No.: DNAL HQ799.7.W4).

**Abstract:** This report is a compilation of statistics on the status of American youth between the ages of 16 and 24. The statistics are grouped into the following seven categories: population overview; marriage, childbearing, and living arrangements; family income and poverty; education; employment; health; and criminal conduct. Within these chapters statistics are included on: teenage pregnancy, substance abuse and alcohol consumption, suicide, unemployment, and high school dropouts.

0045

**The amount of sex information learning obtained during early adolescence.**

Thornburg, H.D. Tucson : The Journal. The Journal of early adolescence. Summer 1981. v. 1 (2). p. 171-183. Includes references. (NAL Call No.: DNAL HQ796.J62).

This study reports the findings of a survey on sources of sex information among 1152 students. They were asked to identify their initial sources of information on twelve sexual concepts. In addition, they indicated the age when they first learned these concepts and wrote a definition for each of the twelve terms. Results indicate that 99 percent of initial sex information is learned in the early adolescent years or earlier. Females tended to learn from more reliable sources than males although both learned more from peers than any other source. The overall accuracy in understanding sexual concepts was high which is interpreted within this study as a positive indicator of early adolescents learning about sex.

0046

**An analysis of the legality of parental consent for abortion legislation in Delaware /by Mark J. Manno.**

Manno, Mark J. Newark, Del. : The University of Delaware, 1988 . Thesis (M.A.)--University of Delaware, Newark, 1988. "August, 1988." . v, 67 leaves ; 28 cm. (NAL Call No.: DNAL KFD567.A3M3). **Abstract:** Since the Roe v. Wade decision in 1973 in which the Supreme Court permitted abortion, numerous attempts have been made to restrict abortions within the context of the law. Parental consent for abortion legislation has been ruled constitutional by the Supreme Court provided it contains a judicial bypass procedure for those adolescents who are unwilling or unable to get consent from their parents or guardians. Two states have had significant experience with parental consent legislation. In Minnesota after the implementation of parental consent for abortion legislation, teen pregnancies, births and abortions decreased. In Massachusetts these figures remained essentially the same when residents who went out of state for abortions were figured in. The proposed parental consent legislation (HB475, 134th General Assembly) is constitutionally

sound. Based on evidence from other states, it will have little or no impact on adolescent births, pregnancies or abortions in Delaware.

0047

**Anorexia, psychoanalysis, and feminism: fantasy and reality.**

Sayers, J. London : Academic Press. Journal of adolescence. Dec 1988. v. 11 (4). p. 361-371. Includes references. (NAL Call No.: DNAL RJ499.A1J57).

Two distinct trends inform current psychoanalytic and feminist approaches to anorexia: one focuses on its roots in the fantasy, the other in reality of childhood and adolescent deprivation and abuse. In outlining these two approaches, this article shows how both increasingly attend to the place of the mother to the neglect of the father in the genesis of anorexia--a shift of perspective somewhat redressed by systemic family therapy.

0048

**Anxiety-inducing factors in competitive youth sports.**

Scanlan, T.K. ; Passer, M.W. Washington, D.C. : Hemisphere Publishing Corporation, c1978. Psychological perspectives in youth sports / edited by Frank L. Smoll, Ronald E. Smith. This publication is not owned by the National Agricultural Library. p. 107-122. Includes references. (NAL Call No.: DNAL A00021).

A study which examines the perception of competitive youth sports as personally threatening and the effects of competitive youth sports self-esteem. 205 male soccer players age 11 and 12 were tested during the soccer season. Testing occurred at pre-season, pre-game, mid-season, post-game and post-season. Results indicated that pre-game anxiety is determined by competitive trait anxiety, self-esteem and player's expectations of their own and team's performances. Those youth who displayed high competitive trait anxiety, low self-esteem and low expectation experienced higher anxiety. Post-game anxiety is influenced by actual abilities demonstrated and the amount of fun the youth experienced. Capable performances resulted in less anxiety while the opposite was true. Also, the more fun the youth experienced resulted in less post-game anxiety.

0049

**Applying humanistic psychology to politics: the case for criminal restitution.**

Woolpert, S. Newbury Park, Calif. : Sage Publications. Journal of humanistic psychology. Fall 1988. v. 28 (4). p. 45-62. Includes references. (NAL Call No.: DNAL BF1.J682).

The author asserts that more efficient policies are the product of rethinking basic assumptions, rising above political differences by resolving conflicting positions, and encouraging better psychological health. The author examines criminal restitution as an example of a policy that can benefit

society.

0050

**Applying social support research: theoretical problems and future directions.**

USISAF. Rook, K.S. ; Dooley, D. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. Spring 1985. v. 41 (1). p. 5-28. Includes references. (NAL Call No.: DNAL HM1.A3J65).

Two independent research traditions have evolved that deal with social support--an analytic tradition that emphasizes theory-based tests of hypotheses and an applied tradition that emphasizes evaluations of interventions. This paper seeks to stimulate feedback between these two traditions by examining how implicit assumptions and conceptual distinctions embedded within the analytic literature translate into suggestions for intervention. Assumptions that bear on the soundness of undertaking interventions of any kind are considered first, followed by assumptions that bear on the conceptualization of specific intervention strategies. Issues that underlie efforts to implement interventions (e.g., funding, staffing) are also discussed. Examples of research questions that explicitly linked analytic and applied traditions are provided.

0051

**Appropriate sex education for black teens.**

Banks, I.W. ; Wilson, P.I. San Diego, Calif. : Libra Publishers. Adolescence. Spring 1989. v. 24 (93). p. 233-245. (NAL Call No.: DNAL HQ793.A44).

This article is based on year-long study of 207 low-income black youths. The major purpose of the research was twofold: (1) to study black teens' perceptions of family relationships in an effort to identify family member(s) who had the most potential for encouraging greater contraceptive responsibility and influencing teens' decisions about being or becoming sexually active, and (2) to study dating and sexual behavior, attitudes toward contraception, and sources of information, in an effort to identify more specific sex education needs of black teens and provide a basis for delineating pertinent characteristics of an effective sex education curriculum.

0052

**Assessing reality for youthLoretta Long.**

Long, Loretta. Stacy, MN : Spectra Photo/Audio, 1988. Presented at the 1988 National Association of Extension 4-H Agents 42nd Annual Conference, Nov. 6-10, 1988, Minneapolis, MN. 1 sound cassette (60 min.). (NAL Call No.: DNAL Audiocassette no.125).

Abstract: Dr. Long, star of the Children's Television Network program, "Sesame Street", will present a two hour seminar related to "Assessing Reality for Youth".

0053

**Aspects of the family and children's television viewing content preferences.**

CHDEAW. Tangney, J.P. Chicago, Ill. : University of Chicago Press. Child development. Aug 1988. v. 59 (4). p. 1070-1079. Includes references. (NAL Call No.: DNAL RJ1.C3).

Previous research indicates that parent-child conflict and dysfunctional parenting attitudes are related to heavy television viewing among offspring. More specific aspects of viewing behavior, however, remain unaddressed. In 2 samples of upper-elementary school-aged white children, the relations of children's content preferences to children's perceptions of parent-child conflict and parents' child-rearing attitudes were examined. Results indicated that parental empathy, sensitivity, and adaptive role expectations were inversely related to children's preference for fantasy-oriented content and children's programming, particularly among males. Parental supervision of children's television viewing behavior did not appear to mediate the relation between dysfunctional parenting attitudes and children's viewing patterns, but a number of alternative interpretations of these results are entertained. Regardless of the causal nature of the observed relations, these results raise concerns regarding potential developmental effects of such viewing patterns for children already disadvantaged by virtue of dysfunctional parent-child relationships.

0054

**The association between early adolescent boys' cognitive development, father attitudes and nonverbal behavior.**

Tremblay, R.E. ; Larivée, S.~Gregoire, J.C. Tucson : The Journal. The Journal of early adolescence. Spring 1985. v. 5 (1). p. 45-58. Includes references. (NAL Call No.: DNAL HQ796.J62).

Based on Piaget's equilibration theory, father dogmatism and empathy was hypothesized to influence sons' cognitive development through nonverbal behavior in father-son interactions. Subjects were 52 pairs of fathers and their sons drawn from first-year high school students of biparental families. Fathers' dogmatism and empathy was assessed by questionnaire, sons' cognitive development with Piaget's permutation task using the clinical procedure, and worked on a computer terminal. A factor analysis of fathers' nonverbal behavior revealed two factors accounting for 59.3 per cent of the variance. One factor is mainly loaded with fathers' visual behavior and body orientation mainly loaded with fathers' smiling behavior. No relationship was found between fathers' dogmatism, empathy and sons' cognitive development but the nonverbal factor "father smiles" was associated with both sons' cognitive development and fathers' dogmatism.

0055

**The association between peer experiences and identity formation in early adolescence.**

Bukowski, W.M. ; Newcomb, A.F. Tucson : The Journal. The Journal of early adolescence. Fall 1983. v. 3 (3). p. 265-274. Includes references. (NAL Call No.: DNAL HQ796.J62).

Results of the study show perceptions of general self-worth were found to be related to perception of social, physical, and cognitive competence. The strongest relationship was observed between perceived social competence and general self-worth with the strength of this association being significantly greater among boys than girls. Perceived social competence was more strongly related to perceived physical competence among boys than girls whereas social acceptance and perceived social competence were more strongly related among girls than boys. Overall, the degree of association between perceived competence and sociometric measures was rather small. The observed sex differences were consistent with previous theoretical proposals and empirical investigations indicating that the association between intimacy and identity may be mediated by gender and these findings indicate that the arenas for studying identity acquisition may be different for boys and girls.

0056

**Attitudes of young adolescents toward marriage, divorce, and children of divorce.**

Paddock-Ellard, K. ; Thomas, S. Tucson : The Journal. The Journal of early adolescence. Fall 1981. v. 1 (3). p. 303-310. Includes references. (NAL Call No.: DNAL HQ796.J62).

Do children of divorce have negative attitudes toward marriage? The purpose of this study was to compare the attitudes of thirteen- and fourteen-year-old early adolescents from intact homes with those of early adolescents of divorce toward marriage, divorce, and children of divorce. A Likert-type scale was administered to 234 eighth grade students. Data were analyzed with two-way analyses of variance (sex by parental marital status). As a whole, the responses were positive on all three measures of attitude, with early adolescents from intact homes exhibiting significantly more positive attitudes than early adolescents of divorce. Respondents indicated that the "child of divorce" status brought about behavioral changes. Further research is needed to explore the nature of these differences.

0057

**Before tomorrow becomes today presented by Education Associates, Inc. ; produced by Melloan Creative Services. ; Mauer, Shelley M.,; 1953-. Frankfort, KY : Education Associates, c1987. VHS format. 1 videocassette (10 min.) : sd., col. ; 1/2 in. (NAL Call No.: DNAL Videocassette no.527).**

Abstract: New, live-action video

encourages proper planning to realistically determine and attain one's life and employment goals. Discusses the types of education and training required for skilled and unskilled jobs. Leads the viewer through planning his/her life and career goals.

0058

**Behavioral and psychological traits of weight-conscious teenagers: a comparison of eating-disordered patients and high-and low-risk groups.**

Mallick, M.J. ; Whipple, T.W.~Huerta, E. San Diego, Calif. : Libra Publishers. Adolescence. Spring 1987. v. 22 (85). p. 157-168. Includes references. (NAL Call No.: DNAL HQ793.A44).

The present study was designed to test the clinical hunch that members of high-risk groups, such as athletes, have psychological traits similar to persons with eating disorders. Three groups of adolescent females (eating-disordered, athletes, and students) were studied to determine their menstrual, dieting, and exercise patterns and their self-images. Although the three groups fell on a continuum of anorexic-like behaviors, their self-images were not on a similar continuum. Eating-disordered females had the poorest self-images while athletes were the best adjusted of all three groups. Eating-disordered subjects exhibited extremely low scores on emotional tone and social relationships, suggesting that these dimensions of self-image may be characteristics which clearly distinguish the eating-disordered from so-called high-risk persons.

0059

**Behavioral approaches to prevention of childhood injuries.**

JSISAF. Roberts, M.C. ; Fanurik, D.~Layfield, D.A. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. Summer 1987. v. 43 (2). p. 105-118. Includes references. (NAL Call No.: DNAL HM1.A3J65).

The authors discuss contributions of behaviorally based interventions to injury prevention in children. Behavioral procedures include rewards and punishments, modeling, prompting and feedback, skills development, and guided practice. This paper reviews examples of behavioral approaches to selected problems in the child safety area including home hazards, car passenger safety, emergency skills, and unsupervised children at home.

0060

**Beyond conformity or rebellion youth and authority in America /Gary Schwartz.**

Schwartz, Gary. Chicago : University of Chicago Press, 1987. Includes index. xi, 307 p. ; 24 cm. Bibliography: p. 295-298. (NAL Call No.: DNAL HQ796.S44). Abstract: In this new study of high school-aged youth in the early 70's, the author reveals subtle yet significant changes in the style of deviance in adolescent culture. The argument is made that a new peer-group pluralism emerged

from the 60's which is characterized by a deviance defined less by persistent violations of the law than by disengagement from traditional images of success and civic responsibility. This work is based on an ethnographic study of six communities located in a midwestern agricultural and industrial state. This study will be of interest to individuals involved in the fields of adolescence, education, delinquency and deviance, community life, and the texture of life and values among high school youth.

0061

**Beyond stigma: visibility and self-empowerment of persons with congenital limb deficiencies.**

JSISAF. Frank, G. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. Spring 1988. v. 44 (1). p. 95-115. Includes references. (NAL Call No.: DNAL HM1.A3J65).

Goffman's (1963) theory of stigma holds that rejection by "normals" leads people with disabilities to adopt practices that help them to pass as normal or cover the immediate impact of their physical difference. However, such an attempt to mitigate the effects of stigma does not characterize the life histories of three adults with severe multiple congenital limb deficiencies described in this paper. For them, self-display, within the context of American culture in the 1980s, is a strategy for self-empowerment in which the primary focus is the experience of the person with disabilities rather than the reactions of people who are "normal." Their adaptations suggest some limitations to the applicability of Goffman's theory in a changing social context.

0062

**Biological and social contributions to negative affect in young adolescent girls.**

CHDEAW. Brooks-Gunn, J.B. ; Warren, M.P. Chicago, Ill. : University of Chicago Press. Child development. Feb 1989. v. 60 (1). p. 40-55. Includes references. (NAL Call No.: DNAL RJ1.C3).

This study is a preliminary attempt to investigate whether internal or external pubertal changes and whether social or biological factors are more likely to be associated with negative affect. About 100 white girls aged 10-14 years were given a physical examination, had blood drawn, and filled out the Youth Behavior Profile and a life-events checklist. Negative affect increased during the most rapid rises in hormone levels; however, hormones accounted for only 4% of the variance in negative affect. Pubertal status and timing were not associated with negative affect. In contrast, social factors accounted for more variance than hormonal pubertal factors alone (8%-18%), as did the interaction of negative life events and pubertal factors (9%-15%). Results are discussed in terms of what hormonal activation effects are most likely to be

found, the meaning of such effects for subsequent behavior, and the interaction of biological and social events.

0063

**Building bonds: Fostering intergenerational relationships for at-risk youth.**

Freedman, M. Washington, D.C. : Office of Human Development Services, Department of Health and Human Services. Children today. Mar/Apr 1989. v. 18 (2). p. 10-15. ill. (NAL Call No.: DNAL HV701.C51).

This article summarizes the results of a study designed to examine intergenerational relationships in at risk youth programs. The article begins by answering questions about the intergenerational relationships, including benefits for both youth and elders. Two case studies are included as examples. The author describes three factors crucial to the elders role in the program: autonomy, mandate and support. He also discusses principles which need to be considered in order to have an effective elder mentor program, including the one on one relationship, purposeful of the contact, basic rules of contact, and the environment. The author concludes with implications of this research for policy-making.

0064

**Career education in 4-H projects the relationships between project leaders teaching style and selected characteristics and their perceptions for the role of career education in 4-H projects /by Bert Lynn Jones.**

Jones, Bert Lynn. 1985. Thesis (Ph. D.)--University of Wisconsin--Madison, 1985. Typescript (photocopy)~ Vita. x, 141 leaves : ill. ; 28 cm. Bibliography: leaves 120-124. (NAL Call No.: DNAL S534.W6J6).

Abstract: The purpose of this study was to determine if a relationship exists between teaching styles of 4-H project leaders and their preferences for career education skills to integrate into 4-H project learning experiences. Findings indicate that 4-H project leaders felt that five particular career skills should be included in project teaching. These were: good work habits; the value of work, to self and society; self understanding in relation to opportunities in the world of work; skills related to the productive use of leisure time; ways to make work more enjoyable and meaningful. 4-H leaders did not feel they should teach, as part of their regular project efforts; career decision making skills; basic skills in math and communications; economics, sex equity in the world of work; and skills useful in finding and holding jobs.

0065

**Career expectations and aspirations of adolescents.**

McNulty, W.B. ; Borgen, W.A. Duluth, Minn. : Academic Press. Journal of vocational behavior. Oct 1988. v. 33 (2). p. 217-224. Includes references. (NAL Call No.: DNAL HF5381.A1J68).

A total of 500 teenage students participated in a study to find degree of agreement between their ideal career aspirations and their real career expectations. Data analysis revealed no significant relationship between career aspiration and career expectation. Also, no difference between gender, age, or focus of control was shown.

0066

**Career maturity in grade 9: the relationship between accuracy of self appraisal and ability to appraise the career-relevant capabilities of others.** Westbrook, B.W. ; Sanford, E.~Gilleland, K.~Fleenor, J.~Merwin, G. Duluth, Minn. : Academic Press. Journal of vocational behavior. June 1988. v. 32 (3). p. 269-283. Includes references. (NAL Call No.: DNAL HF5381.A1J68).

This study tested the hypothesis that individuals who can accurately appraise the career-relevant capabilities of others are good self-appraisers. 365 9th graders were administered the Career Maturity Inventory Competence Test, Self Appraisal, the Differential Aptitude Tests and the Accuracy of Self-Appraisal scale. Data showed no significant correlation between accuracy of self-appraisal and ability to appraise others. While there were some significant gender and race differences in the student's ability to appraise others, there were none in the ability to appraise themselves.

0067

**Career preferences of early adolescents: age and sex differences.**

Erb, T.O. Tucson : The Journal. The Journal of early adolescence. Winter 1983. v. 3 (4). p. 349-359. Includes references. (NAL Call No.: DNAL HQ796.J62).

Motivating early adolescents in classrooms as well as counseling them in career decision making suggest that educators need a better understanding of developing career preferences among early adolescents. When the scores of males and females were compared across ages on eight career preference scales, several patterns emerged. Most career areas suffer a decline in interest among both boys and girls in the initial years of early adolescence. However, in five of eight areas, boys' scores showed a significant rebound after aged thirteen reflecting stronger interest in high technology careers than did girls'. Girls, on the other hand, showed increasing interest in traditional areas such as service and organization. Both sexes indulged in dreams of trying careers in arts and entertainment.

0068

**The case for modifying adolescents' cognitive self-statements.**

Lamke, L.K. ; Lujan, B.M.~Showalter, J.M. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1988. v. 23 (92). p. 967-974. Includes references. (NAL Call No.: DNAL HQ793.A44).

The purpose of this study was to

develop, implement, and evaluate a cognitive-behavior modification program designed to change adolescents' self-statements and increase their levels of self-esteem. Subjects were 27 ninth graders, 18 in the experimental group and 9 in the no-contact control group. Students in the experimental group were given 14 hours of training designed to modify their self-statements to be more positive. Results indicated a significant increase in positive self-statements for the experimental group as compared with the control group immediately after training and three months following training. There were no significant changes in self-esteem. Discussion focused on the relative merits of the program and on the implications of the findings for future research.

0069

**Change and stability in self-esteem between late childhood and early adolescence.**

Wallace, J.R. ; Cunningham, T.F.~Del Monte, V. Tucson : The Journal. The Journal of early adolescence. Fall 1984. v. 4 (3). p. 253-257. Includes references. (NAL Call No.: DNAL HQ796.J62).

Our purpose was to examine indices of change and stability in self-esteem between late childhood and early adolescence. The Coopersmith Self-Esteem Inventory was administered to 70 children at approximately age 9 and again at age 14. Analyses of the longitudinal data revealed significant (p less than .05) increases in general measures of self-esteem as well as in specific subscales of the Self-Esteem Inventory. Significant test-retest correlation coefficients also attested to the relative stability of self-esteem measures across the five year age span. The findings contribute to the composite of recent longitudinal research indicating systematic increases in self-esteem throughout adolescence.

0070

**Changes becoming the best you can be /by Gary R. Collins ... et al. ; edited by Hank Resnik.**

Collins, Gary R.~Resnik, Hank. Granville, Ohio : Quest International, 1988, c1985. "This book is part of Skills for Adolescence, a joint program of Lions Clubs International and Quest International"--P. 187. 189 p. : ill. (some col.) ; 21 cm. (NAL Call No.: DNAL HQ796.C4 1988).

Abstract: This book for teens, part of the Skills for Adolescence Program, was designed to help adolescents deal with the process of becoming an adult. The book is a compilation of short stories and essays that focus on different aspects of adolescence. The following subject areas are included: adolescence, self-confidence, emotions, friends, family, decisions, and goal setting.

0071

**Changing perceptions of family cohesion and power across adolescence.**  
CHDEAW. Feldman, S.S. ; Gehring, T.M. Chicago, Ill. : University of Chicago Press. Child development. Aug 1988. v. 59 (4). p. 1034-1045. ill. Includes references. (NAL Call No.: DNAL RJ1.C3). Adolescents' perceptions of family relationships were studied using the FAST, a spatial technique in which wooden figures were placed on a board to represent cohesion and power. 150 subjects, drawn equally from sixth, ninth, and twelfth grades, portrayed the family in 2 representations: as perceived typically and ideally. Father-mother, father-child, and mother-child dyads were analyzed. Perceptions were strongly influenced by age, type of representation, and dyad. In accord with a developmental perspective, older adolescents portrayed less cohesion in parent-child dyads and small power differences in all dyads than did younger adolescents. In accord with family systems theory, the father-mother dyad was depicted as the most cohesive and as near egalitarian in power. At all ages and in both representations, parents were perceived as more powerful than their children. The family was generally portrayed as cohesive, significantly more so in the ideal than typical representation. Furthermore, in the ideal representation there were no significant power differences between the parents but moderate power differences in the parent-child dyads. Results were interpreted from both developmental and family systems perspectives.

0072

**Changing psychopathology in female adolescent inpatients: 1973 versus 1983.**  
Grob, M.C. ; Eisen, S.V. Tucson, AZ : H.E.L.P. Books. Journal of adolescent research. Winter 1986. v. 1 (4). p. 439-448. Includes references. (NAL Call No.: DNAL HQ793.J68). This study raises the question of whether sociodemographic factors or manifestations of psychopathology among hospitalized female adolescents (ages 15-19) changed from 1973 to 1983. Two samples of 50 patients each were selected from among psychiatric hospital admissions in 1973 and 1983. Demographic data, psychiatric histories of both patient and family, information about the family constellation and patients' clinical profiles at admission were obtained from patients' hospital records. Differences between the cohorts suggest that symptoms and problems have changed somewhat in the 10-year period and that the more recently admitted patients show evidence of more serious illness. Implications as to the focus of future treatment programs are discussed.

0073

**The changing social environment and the changing attitudes of youth a challenge for 4-H professionals and leaders**  
*/George T. Blume.*  
Blume, George T. Blackburn, Va.?

Virginia Cooperative Extension Service, Virginia Polytechnic Institute and State University, 1985? . Cover title. 13 leaves ; 28 cm. Bibliography: leaf 13. (NAL Call No.: DNAL S533.F66B59).

**Abstract:** Since the mid-1970's there has been a positive shift in the micro epoch attitudes held by youth. Extension needs to take advantage of this shift towards positive thinking, in helping 4-H youth to prepare for their future. Today's 4-H youth aspire for greater opportunity; have a firm philosophical base upon which to build; remain flexible in social thought processes; and can identify many of the problems their generation will have to face. This positiveness is a challenge Extension professionals and leaders cannot afford to ignore, and an opportunity they cannot afford to miss.

0074

**Charting a healthier course for the adolescent at risk of substance abuse resource guide /prepared by the Florida Alcohol and Drug Abuse Association ; Jennifer Bevino ... et al. .**

Tallahassee, Fla. : State of Florida Dept. of State, 1988. Accompanied by: Brochures on nutrition and substance dependency and several issues of the quarterly newsletter: Health at risk.~ Funded by a grant from the Florida Nutrition Education and Training Program. 179 p. : ill. ; 31 cm. Bibliography: p. 154-160. (NAL Call No.: DNAL HV4999.Y68C4).

**Abstract:** The purpose of this resource guide is to assist the health educator in teaching students the benefits of good health habits versus the harmful effect of alcohol and drugs on their mental and physical health. This guide presents the latest information on nutrition and substance abuse, data on anabolic-androgenic steroids and their effects on adolescent athletes, and many educational activities for use in the classroom. The resource guide intends to inform youth at risk about the dangers of substance abuse. An extensive list of resources for additional materials and information is included.

0075

**The child development from birth through adolescence /Judith Rich Harris, Robert M. Liebert.**

Harris, Judith Rich. ; Liebert, Robert M. ; 1942-. Englewood Cliffs, N.J. : Prentice-Hall, c1987. Includes indexes. xvi, 585 p. : ill. (some col.) ; 26 cm. Bibliography: p. 537-554. (NAL Call No.: DNAL RJ131.H288 1987).

**Abstract:** The authors' goals for this book are two fold: 1) to provide a complete, accurate description of child growth and development from conception through late adolescence and; 2) to make the information clear and accessible to all readers, especially to those with no previous knowledge of child development and related topics. While the intent is to focus on normal child development, problems in development appear in set apart text and cover developmental difficulties that may occur. The authors

present their own theory of development which is transactional along with early and prevailing theories of child development (Locke, Rousseau, Darwin, Erikson, Piaget, Skinner). The first three chapters of the book cover basic development concepts, heredity and environment and important theories of development. Chapters four through fifteen are arranged chronologically beginning with conception. To provide the reader with a life like example of child development, the authors look at one particular child (drawn from a composite of typical cases) throughout the book. An extensive glossary and reference listing are provided.

0076

**Child and adolescent development /Edward P. Sarafino, James W. Armstrong.**  
Sarafino, Edward P., 1940-. ; Armstrong, James W., 1940-. St. Paul : West Pub. Co., c1986. Includes indexes. xxviii, 624 p. : ill. (some col.) ; 27 cm. Bibliography: p. 571-603. (NAL Call No.: DNAL HQ767.9.S2 1986).

Abstract: This textbook is a teaching instrument that accurately describes development from conception through adolescence with current research and practical information. The text is intended for students without prior experience in child development. Topics include: history of the field of child development; theories of development; infant social development; infant physical development; heredity and prenatal development; language development in childhood; socialization of the toddler; emotional and psychological problems of childhood; and, adolescent physical and emotional development.

0077

**Child development abstracts and bibliography.**

Chicago, Ill. : Published by the University of Chicago Press for the Society for Research in Child Development. Child development abstracts and bibliography. Description based on: Vol. 62, no. 1 (published in 1988); title from cover. v. ; 23-28 cm. (NAL Call No.: DNAL HQ767.8.C5). Abstract: Each issue of this journal is composed of several hundred abstracts from professional journals and a current index of authors, subjects, and journals abstracted. Books are also reviewed. Topics include but are not limited to: growth and development of children, issues of adolescence, family relationships and communication, sex roles, cross-cultural issues, economics, gender, and the family. A list of the journals searched by Child Development Abstracts is published in number 3 of each volume.

0078

**Childhood at risk.**

Ayers, W. Alexandria, Va. : Association for Supervision and Curriculum Development. Educational leadership. May 1989. v. 46 (8). p. 70-72. ill. Includes references. (NAL Call No.: DNAL

L11.E38).

This article focuses on the threats to childhood in the American society. First, the author discusses the change in the American family structure and how this is affecting children. Next, he addresses the effects society has had on childhood, especially through the media. The author also points out the impact of lack of change within schools on children. He summarizes with comments on the restoration of childhood.

0079

**Childhood derivatives of inhibition and lack of inhibition to the unfamiliar.**

CHDEAW. Kagan, J. ; Reznick, J.S. ; Snidman, N. ; Gibbons, J. ; Johnson, M.O. Chicago, Ill. : University of Chicago Press. Child development. Dec 1988. v. 59 (6). p. 1580-1589. Includes references. (NAL Call No.: DNAL RU1.C3). Behavioral and physiological assessments of 41 7 1/2-year-old children who had been selected to be inhibited or uninhibited at 21 months and observed again at 4 and 5 1/2 years revealed that each of the 2 original behavioral profiles predicted theoretically reasonable derivatives. A majority of the formerly shy, timid children became quiet and socially avoidant in unfamiliar social situations, while a majority of the formerly sociable children became talkative and interactive with peers and adults. Absolute heart-rate and cortisol level at 7 1/2 years were not as discriminating of the 2 behavioral groups as they had been 2 years earlier.

0080

**Children in cooperation and competition toward a developmental social psychology / edited by Emmy A. Pepitone.**

; Pepitone, Emmy Angelica Berger, ; 1924-. Lexington, Mass. : Lexington Books, c1980. xxiv, 454 p. ; 24 cm. (NAL Call No.: DLC BF723.C69 C48DLC BF723.C69C48).

Abstract: An extensive research book into all aspects of cooperation and competition in children. Primarily the research presented is on elementary school children; however, the author does include materials on adolescents. Some chapters included are major research trends, role of similarity, social roles and family interaction and sex roles. A lengthy bibliography is included.

0081

**Children in sport /edited by Richard A. Magill, Michael J. Ash, Frank L. Smoll.**

; Magill, Richard A. ; Ash, Michael J. ; Smoll, Frank L. Champaign, Ill. : Human Kinetics Publishers, c1982. xvii, 309 p. : ill. ; 23 cm. Includes bibliographies. (NAL Call No.: DLC GV709.2 .C47 1982DLC GV7C9.2.C47 1982).

Abstract: This collection of essays cover the wide range of research into children and athletics from historical and future perspectives to the social context of athletes. Of particular importance are the sections on readiness participation, psychological issues, and

social processes. The first group contains three essays which discuss the concept of readiness in competitive sports and critical periods in the child's development. These periods can affect competition and achievement motivation in relation to competition. The seven papers about psychological issues of sport competition cover the bulk of the research into children and sports. Primarily the effects of competitive stress on behaviors are discussed and models designed to reduce this stress are presented. The last section includes two relevant essays about socialization of children into the sports world and about sex differences and family influences on this socialization.

0082

**Children of alcoholics--what we should know: how we can help.**

Weddle, C.D. ; Wishon, P.M. Washington, D.C. : Office of Human Development Services, Department of Health and Human Services. Children today. Jan/Feb 1986. v. 15 (1). p. 8-12. ill. Includes references. (NAL Call No.: DNAL HV701.C51).

Despite the fact that alcoholism has been generally recognized as a disease, it has not been widely recognized as a family disease. This article establishes the significant problem of family alcoholism, identifies the characteristics associated with affected young children, and gives some of the implications for professionals who are concerned with the welfare of children and adolescents. Resource list of addresses and phone numbers are included.

0083

**Children of color psychological interventions with minority youth /Jewelle Taylor Gibbs, Larke Namhe Huang, and associates ; forewords by George Miller and Stanley Sue.**

Gibbs, Jewelle Taylor. ; Huang, Larke. San Francisco : Jossey-Bass Publishers, 1989. xxviii, 423 p. ; 24 cm. Includes bibliographies and index. (NAL Call No.: DNAL RJ499.G5 1989).

Abstract: This book presents comprehensive guidelines to the psychological assessment and treatment of minority children and adolescents. The authors offer intervention strategies sensitive to the cultural expectations, linguistic differences, and family structures of young people from specific minority groups. Case studies are used to show how diverse helping professionals (psychologists, social workers, therapists, counselors, and educators) can identify and solve the psychological and behavioral problems of minority youth. Traditional and innovative techniques for helping minority children resolve personal difficulties and cope with the effects of broader social and economic issues (discrimination, immigration, and poverty) are discussed.

0084

**Children's conceptions of the situational affective consequences of sociomoral events.**

CHDEAW. Arsenio, W.F. Chicago, Ill. : University of Chicago Press. Child development. Dec 1988. v. 59 (6). p. 1611-1622. Includes references. (NAL Call No.: DNAL RJ1.C3).

Children's conceptions of the linkages between sociomoral events and emotional consequences were examined in a 2-part study. In Part 1, kindergartners, third graders, and sixth graders assessed the probable emotional consequences of 6 types of sociomoral events (inhibitive morality, active morality, conventional, personal, distributive justice, and prosocial morality) on several event participants (initiator and recipient of the action, adult and child observers, and subject as observer). Results indicated that children's conceptions were highly differentiated, reflecting a general sensitivity to differences in both types of sociomoral events and the roles of individuals in these events. An additional sociomoral event X event interaction indicated, however, that conceptions within some sociomoral events also depended on the particular roles of the event participants. In Part 2 of the study, the social event-emotion linkage was reversed. Children were presented with depictions of the affective reactions of sociomoral participants and selected which of 2 sociomoral events was more likely to have produced those reactions. Overall, children were able to match affective information representative of each sociomoral category to the appropriate eliciting sociomoral event.

0085

**Children's contact with absent parents.**

JMFAAG. Seltzer, J.A. ; Bianchi, S.M. St. Paul, Minn. : National Council on Family Relations. Journal of marriage and the family. Aug 1988. v. 50 (3). p. 663-677. Includes references. (NAL Call No.: DNAL HQ1.J86).

This study investigates the frequency of contact between children and biological parents who are separated. Using data from a 1981 national survey, the research describes the effects of living arrangements and other family characteristics on cross-household ties between children and parents. The study treats frequent contact as an indication of intense parent-child involvement and investigates whether or not the characteristics associated with maintaining frequent contact differ from those associated with maintaining minimal contact. The findings indicate that frequent contact occurs for two groups of children: those who have recently lived with their absent parent and those who do not live with substitute caretakers (stepparents). A wider variety of sociodemographic characteristics predict whether or not minimal contact occurs. The data show few racial and ethnic group differences in patterns of parent-child contact. These results are interpreted as

evidence that U.S. children establish sequential relationships with their adult caretakers and that they are unlikely to maintain ties with more than two parents or substitute parents at any time.

0086

**Children's ethnic socialization pluralism and development** /edited by Jean S. Phinney, Mary Jane Rotheram. ; Phinney, Jean S.-Rotheram, Mary Jane. Newbury Park : Sage Publications, c1987. "Published in cooperation with the Society for Research in Child Development."~ Includes index. 328 p. : 22 cm. Bibliography: p. 293-323. (NAL Call No.: *DNAL GN495.6.C4*).  
Abstract: This book presents an integrated review of research concerning the complex issues related to children and ethnicity in pluralistic societies. Discussions include such question as: How do children come to understand the meaning of their own and others' ethnic group membership? How do children respond to and deal with the differences among groups in both the observable characteristics and the less obvious values and norms? How does identification as a member of an ethnic group affect development? The data applies to several Western countries but does not address these issues in developing countries. This information is useful for scholars, students, and professionals in developmental and social psychology, education, ethnic studies, counseling, social work and community service.

0087

**Children's evaluations of retaliatory aggression.**

CHDEAW. Ferguson, T.J. ; Rule, B.G. Chicago, Ill. : University of Chicago Press. Child development. Aug 1988. v. 59 (4). p. 961-968. Includes references. (NAL Call No.: *DNAL RU1.C3*).  
The present study examined how 5-10-year-old children's judgments of retaliation were affected by its severity relative to the initial provocation and by the causal nature of the initial provocation. 72 boys and girls first received information about property-damaging provocations that were portrayed as accidental, foreseeable, justifiably intended, or unjustifiably intended in nature. They were subsequently informed that the victim responded with interpersonal aggression or with a verbal reprimand. Children's perceptions of the causal nature of the provocation and their naughtiness and punishment judgments of the retaliator were assessed. 2 major findings were obtained, both of which were unrelated to age. First, children's perceptions of the initial provocation were more differentiated than has been reported in the past, but these perceptions did not correspond uniformly to the manipulations of causality. Second, although children's evaluations of the retaliator were not an inverse function of their own perceptions of the initial provocation, they did vary

systematically according to these perceptions and the extremity of the retaliator's response.

0088

**Children's expected interpersonal consequences of communicating their affective state and reported likelihood of expression.**

CHDEAW. Fuchs, D. ; Thelen, M.H. Chicago, Ill. : University of Chicago Press. Child development. Oct 1988. v. 59 (5). p. 1314-1322. Includes references. (NAL Call No.: *DNAL RU1.C3*). This study explored several factors associated with expected outcome of emotional expression and likelihood of expression among children. These variables were posited to be a reflection of children's affective display rules. Differences in outcome expectancies and likelihood of expression were assessed as a function of sex of parent, sex of subject, grade, and type of affect. 125 first-, fourth-, and sixth-grade children (mean ages, 6-9, 9-2, and 11-7, respectively) were randomly assigned to 1 of 2 experimental conditions involving either sad or angry affect inductions. Older boys reported less positive expectancies and lower likelihood of expression than younger boys; and boys had less positive expectancies and lower likelihood of expression for sadness than girls. A high correlation was obtained between outcome expectancy and likelihood of expression; the correlation was higher for sadness than anger, and higher among males than females. These results suggest that socialization practices tend to be directed toward the suppression of sadness among males.

0089

**Children's injuries: issues in prevention and public policy.**

JSISAF. Roberts, M.C. ; Brooks, P.H. New York, N.Y. : Plenum Publishing Corporation. The journal of social issues. Summer 1987. v. 43 (2). p. 1-12. Includes references. (NAL Call No.: *DNAL HM1.A3J65*).

Many of the papers in this volume begin with shocking statistics about children's morbidity and mortality rates attributable to what used to be termed accidents. These statistics have become the basis of a growing national concern over the pervasiveness of the problem. Grouped together, injuries are the single greatest threat to children. They account for 40% of childhood mortality between the ages of 1-4, 50% between the ages of 5-14, and 75% between the ages of 15-19. Many of these deaths are a result of motor vehicle collisions, but about half occur at home from falls, burns, scalds, and product-related deaths. For every mortality there are hundreds of nonfatal injuries that disfigure, handicap, physically and psychologically disturb, cause brain damage, destroy friendships and families, and otherwise seriously disrupt lives.

0090

**Children's participation in household tasks as portrayed by national television advertisements /Roger Swagler, Anne Sweeney and Julia Marlowe.**  
Swagler, Roger. ; Sweeney, Anne.~Marlowe, Julia.; 1946-. 1986.  
Cover title.~ "Running head: TV tasks."~  
Paper presented at the meeting of the American Home Economics Association, Kansas City, MO. 26 leaves ; 28 cm.  
Bibliography: leaves 16-18. (NAL Call No.: DNAL HQ784.W6S9).

**Abstract:** This paper provides a content analysis of portrayals of children's participation in household tasks in national television advertisements. The analysis indicates that children are rarely shown working in the home, even when they could help. Furthermore, parents are shown routinely performing tasks children could have done for themselves. The resulting stereotypes are clearly drawn: children are shown to be nonproductive and parents are portrayed as servants. Such portrayals are unrealistic in the context of growing time pressures in the household and the potential benefits which families might realize by working together toward common goals.

0091

**Children's understanding of the implications of causal attributions for emotional experiences.**

CHDEAW. Stipek, D.J. ; DeCotis, K.M. Chicago, Ill. : University of Chicago Press. Child development. Dec 1988. v. 59 (6). p. 1601-1616. Includes references. (NAL Call No.: DNAL RJ1.C3). Children's perceptions of how the cause of achievement outcomes affects individuals' emotional responses were studied. In Study 1, children aged 6 and 7, 9 and 10, and 12 and 13 listened to stories describing hypothetical children's achievement outcomes. Success and failure were explicitly attributed to luck, ability, effort, or another person's intervention. After each story subjects rated the story child's emotional reactions. Only seventh graders associated pride and shame exclusively with outcomes attributed to ability and effort. Guilt was strongly associated with effort attributions, and surprise was associated with luck attributions for fourth- and seventh-grade children but not for first-grade children. The attribution-affect linkages assumed by the older children are the same as those found in previous studies of adults. In Study 2, children aged 6 and 7, 9 and 10, and 12 and 13 rated the cause of the outcomes in the same stories according to Weiner's controllability and locus dimensions. Children's placement of specific attributions on these dimensions was used to explain age differences in their beliefs about the effect of the attributions on emotional responses.

0092

**Children's use of personality attributions to predict other people's emotional and behavioral reactions.**

CHDEAW. Gnepp, J. ; Chilamkurti, C. Chicago, Ill. : University of Chicago Press. Child development. June 1988. v. 59 (3). p. 743-754. Includes references. (NAL Call No.: DNAL RJ1.C3).

Gnepp, Jackie, and Chilamkurti, Chinni, Children's Use of Personality Attributions to Predict Other People's Emotional and Behavioral Reactions. Child Development, 1988, 59, 743-754. This study examines children's abilities to take other people's personality traits into account when predicting their future emotional and behavioral reactions to events. Kindergarten, second-grade, fourth-grade, and college students listened to a series of stories. Each story described 3 examples of a child's past behavior from which a personality trait could be inferred. Subjects were asked to predict and explain the story character's behavioral or emotional reaction to a new event. Their responses were compared to those of subjects who were not given any information about the protagonist's past behavior, and to those subjects who received prompts. There was an increase with age in the use of personality attributions to predict and explain future reactions. Subjects were more influenced by the trait information when predicting behavior than when predicting emotion. Understanding emotion may be more difficult in that it requires a conceptualization of personality traits as implying thoughts and feelings, as well as behavioral dispositions.

0093

**The child's awareness of parental beliefs concerning the child: a developmental study.**

CHDEAW. Alessandri, S.M. ; Wozniak, R.H. Chicago, Ill. : University of Chicago Press. Child development. Apr 1987. v. 58 (2). p. 316-323. Includes references. (NAL Call No.: DNAL RJ1.C3).

This study investigated adolescents' and preadolescents' awareness of the beliefs that parents hold regarding them by examining patterns of agreement between parents and between parents and children concerning the children's likely behavior in a variety of situations. 24 2-parent, middle-class families with a 10-11-year-old and 24 with a 15-16-year-old were separately interviewed in 2 sessions scheduled a week apart. Interviews were based on the Family Belief Interview Schedule (FBIS), which presents 15 short vignettes designed to assess parental beliefs about the child and, with slight modification, the child's beliefs about parental beliefs. Findings indicated that: (1) families varied widely in intrafamilial agreement; (2) adolescents were more accurate in predicting parental beliefs than were preadolescents; (3) preadolescents were more likely than adolescents to assume that their parents were similar to one another in their child perceptions; (4)

fathers' beliefs were more congruent with the self-beliefs of adolescents than of preadolescents. These findings are interpreted within a social cognitive and family-systems framework.

0094

**Cognitions related to empathy in five- to eleven-year old children.**

CHDEAW. Bengtsson, H. ; Johnson, L. Chicago, Ill. : University of Chicago Press. Child development. Aug 1987. v. 58 (4). p. 1001-1012. Includes references. (NAL Call No.: DNAL RJ1.C3). Developmental changes in the conceptualization of empathy were studied by testing and interviewing kindergartners, first graders, and fourth graders. One part of the study showed that all age groups expect a child to empathize with liked peers more than disliked peers. Whereas kindergartners expect emotional reactions to be equally strong in response to both types of peers, older children predict weak and qualified empathic reactions to disliked peers. Taken in conjunction with the children's explanations of their emotion choices, this result suggests age differences with regard to the integration of separate items of information. A second part of the study showed that few kindergartners know how to control empathic arousal purely by means of thoughts. Mentalistic strategies used by older children to maximize or minimize empathic arousal are presented and discussed.

0095

**Cognitive development and the ability to infer others' perceptions of self.**

Jarcho, H.D. ; Petersen, A.C. Tucson : The Journal. The Journal of early adolescence. Summer 1981. v. 1 (2). p. 155-162. Includes references. (NAL Call No.: DNAL HQ796.J62). A number of cognitive and social cognitive tests administered to sixth grade students as part of a larger study of early adolescent development. Relationships between logico-mathematical cognitive ability and the social abilities of person-perception and perspective-taking were examined. Subjects were asked to describe themselves as they would imagine their mother, their father, and their best friend would. No significant correlation was found between the psychological depth of the descriptions and performance on a Piagetian-type formal operations task. A significant correlation was found between degree of differentiation among the descriptions and performance on the formal operations task. The psychological depth and degree of differentiation scales were also highly correlated. No sex differences were found in social cognitive abilities. These findings do not support a notion of across-domain invariance in cognitive development, but do suggest that some aspects of perspective ability extend across physical, logico-mathematical, and social cognitive boundaries.

0096

**A cognitive-developmental perspective on the adolescent self-concept.**

Noppe, I.C. Tucson : The Journal. The Journal of early adolescence. Fall 1983. v. 3 (3). p. 275-286. Includes references. (NAL Call No.: DNAL HQ796.J62).

The effects of the transition from concrete to formal operations in adolescent self-concepts, the distinction between self-concept and self-esteem during adolescence, and the differentiation of age from cognitive-developmental level as independent variables have not been systematically explored. The present study considered these issues in an investigation of the cognitive-developmental basis of the self-concept during childhood, early and middle adolescence. Eight-, 12- and 16-year-old males and females were given the Twenty Statements Test (TST), the Coopersmith Self-Esteem Inventory, and Piagetian measures of concrete and formal reasoning. Across all age groups, no significant effects due to cognitive-developmental level were found on the TST protocols. However, the variables of age and sex were significant for physical, concrete, introspective and abstract dimensions of the self-concept for adolescent subjects. Self-esteem was significantly related to several dimensions of the self-concept. The results suggest that there are significant age-related differences in self-conception between the early and middle adolescent years.

0097

**Cognitive distortions as mediators between life stress and depression in adolescents.**

Deal, S.L. ; Williams, J.E. San Diego, Calif. : Libra Publishers. Adolescence. Summer 1988. v. 23 (90). p. 477-490. Includes references. (NAL Call No.: DNAL HQ793.A44).

This research examined the possibility that cognitive distortions mediate between life stress and depression in an adolescent population. Measures of cognitive distortion, life-stress, and depressive tendencies were administered to 103 ninth- to twelfth-grade high school students. It was predicted that measures of cognitive distortion would be better predictors of depressive tendencies than measures of life stress. It was also predicted that cognitive distortions would affect the perceived stressfulness of life events. In addition, it was predicted that the three measures of negative thinking would be a better predictor of depressive tendencies than the measures of dysfunctional attitudes and irrational beliefs. Findings from correlation and regression analyses were consistent with the predictions.

0098

**Communication skills and self-esteem in prevention of destructive behaviors.**  
Englander-Golden, P. ; Jackson, J.E.~Crane, K.~Schwarzkopf, A.B.~Lyle, P.S. San Diego, Calif. : Libra Publishers. Adolescence. Summer 1989. v. 24 (94). p. 481-502. Includes references. (NAL Call No.: DNAL HQ793.A44).

This study demonstrates the long-range effectiveness of SAY IT STRAIGHT training as a school-based program for the prevention of destructive behaviors by comparing juvenile police offenders among trained and untrained 9th-12th graders for 1 1/2 years following training. In 1984-85 school year, 357 of the 740 9th-12th graders in a southwestern town completed SAY IT STRAIGHT training. Participation was voluntary and required parental permission. During a five-month pretraining period which began with the first day of school, the number of juvenile police offenders was not significantly different among students who would eventually be trained or not be trained. During the following 7 months including summer vacation, there were significantly fewer offenders among the trained students. During the whole 1 1/2-year study, the untrained students had about 4.5 times as many criminal offenses as the trained students and their offenses were more severe. Finally, 9th, 10th, and 12th graders as well as 11th-grade females who had been trained showed a significant shift toward behavioral intentions reflecting a greater willingness to implement their constructive decisions and feel comfortable doing so. This study extends the applicability of SAY IT STRAIGHT training which previously has been reported to significantly reduce alcohol/drug-related school suspensions among 6th-8th graders.

0099

**A comparison of childhood backgrounds of teenage mothers and their non-mother peers: a new formulation.**

Oz, S. ; Fine, M. London : Academic Press. Journal of Adolescence. Sept 1988. v. 11 (3). p. 251-261. Includes references. (NAL Call No.: DNAL RJ499.A1J57).

Thirty-nine teenage mothers and 35 non-mothers, acquired by snowball sampling, provided data regarding their demographic and childhood backgrounds for an exploratory, hypothesis-generating study. Teenage mothers tended to have experienced foster care, family violence, parental substance abuse, lower educational achievements, as well as violence, alcohol abuse, and lower education among their boyfriends to a greater extent than did non-mothers. These results were discussed in terms of a new formulation of antecedents to teenage pregnancy.

0100

**Comparison of self-concept of nonobese and obese university junior female nursing students.**

Stein, R.F. San Diego, Calif. : Libra Publishers. Adolescence. Spring 1987. v. 22 (85). p. 77-90. Includes references. (NAL Call No.: DNAL HQ793.A44).

Obesity appears to be one of today's most common health problems. Its incidence has doubled in the past 75 years (Waxler & Leef, 1969), and it is estimated that 45 million Americans are obese (body weight 15% over ideal weight). There also seems to be preoccupation with dieting, as evidenced by the proliferation of weight-control devices and schemes. It has been noted that depression, distorted body image, problems in peer and family relations, and poor school performance are evident among the obese (Bowers, Faulkner, & Michel, 1979). The literature is replete with evidence of body image distortion in obesity. Among the factors contributing to this distortion are age of onset, presence of emotional disturbance, and negative evaluation of the obese person by significant others (Wineman, 1980). Since body image is an important concept, such as family, social, identity, and personal conceptions of selfhood. The purpose of this study is to provide information about the total self-concept of obese students as compared to nonobese students in a junior nursing class. A determination is made of the relationship between self-concept and variables of obesity, age of onset, and social class. Implications for nursing care are described.

0101

**Competition: a cultural imperative?**

Elleson, V.J. Alexandria, Va. : American Association for Counseling and Development. The personnel and guidance journal. Dec 1983. v. 62 (4). p. 195-198. Includes references. (NAL Call No.: DNAL 275.8 V855).

An essay discussing the problems of competitions in American society. Since American society is faced with competitive attitudes in all facets of life, home, work, and play; how do members of the helping professions prepare people to cope with competition. This essay presents the research into competition and its effect and the positive aspects of competition as well as the negatives. Also given are suggestions how to reduce the importance placed on competition.

0102

**Competition in youth sports: process or products?**

Dubois, P.E. Indianapolis, Ind. : Phi Epsilon Kappa Fraternity. Physical educator. This publication is not owned by the National Agricultural Library. Oct 1980. v. 37. p. 151-154. Includes references. (NAL Call No.: DNAL A00017). This article discusses two types of competition--competition as a product and as a process. Given are the components of each as well as

suggestions on how to make product competition more like process competition. This article is focused toward athletics, but can be adapted to other competition.

0103

**Competitive stress and the youth sport experience.**

Scanlan, T.K. ; Passer, M. Indianapolis, Ind. : Phi Epsilon Kappa Fraternity. Physical educator. This publication is not owned by the National Agricultural Library. Oct 1981. v. 38. p. 144-151. Includes references. (NAL Call No.: DNAL A00017).

Youth sports activities can create what is called competitive stress. Children develop this stress when they don't feel that they are meeting performance levels set by coaches, by the sport itself, or by themselves. It can occur at any point in the competitive activity. 205 boys from ages 11 and 12 were surveyed to determine when they felt stress during a competitive activity and what factors were involved. Also included are suggestions for coaches that will help to reduce stress in competition for children.

0104

**Conceptions and perceived influence of peer groups: interviews with preadolescents and adolescents.**

CHDEAW. O'Brien, S.F. ; Bierman, K.L. Chicago, Ill. : University of Chicago Press. Child development. Oct 1988. v. 59 (5). p. 1360-1365. Includes references. (NAL Call No.: DNAL RJ1.C3). 72 fifth-, eighth-, and eleventh-grade boys and girls were interviewed to investigate developmental changes in perceptions of peer groups and group influence. Results indicated that preadolescents defined groups on the basis of common activities and social behavior and considered group influence to be greatest in these domains. Older adolescents were more likely to describe peer-group influence as global and far reaching, affecting one's appearance, illicit acts, attitudes, and values. Corresponding to increases in peer-group conceptions emphasizing group attitudes/norms and global influence were increases in the extent to which subjects felt that peer-group acceptance or rejection influenced self-evaluation. Developmental changes in the apparent reference-group functions of peer groups for adolescent identity formation are discussed.

0105

**Conceptions of physical appearance among young adolescents: The interrelationships among self-judged appearance, attractiveness stereotyping, and sex-typed characteristics.**

Downs, A.C. ; Abshier, G.R. Tucson : The Journal. The Journal of early adolescence. Fall 1982. v. 2 (3). p. 255-265. Includes references. (NAL Call No.: DNAL HQ796.J62).

The relationship among measures of self-ascribed attractiveness, sex-typed characteristics, and attractiveness

stereotyping were examined among 665 young adolescents. Normative data on self-ratings for attractiveness were presented and sex differences, wherein males rate themselves higher than females, were obtained. Attractiveness was also related to sex-typed characteristics. Masculine and androgynous individuals tended to rate themselves higher than feminine and undifferentiated individuals. Attractiveness stereotyping varied as a function of the sex, self-reported attractiveness levels, and sex-typed characteristics of subjects.

0106

**Concepts of sexual behaviour: construction and validation of a developmental model.**

Gfeller, B.M. Tucson, AZ : H.E.L.P. Books. Journal of adolescent research. Fall 1986. v. 1 (3). p. 327-347. Includes references. (NAL Call No.: DNAL HQ793.J68).

Based on developmental formulations in different content areas of social cognitive functioning, a model and assessment procedure to determine adolescents' understanding of sexual behaviour was developed and psychometrically evaluated. A four stage model of sexual behaviour concepts was supported in a sample of 492 adolescents and young adults. The results showed the Sexual Behaviour Concepts measure has acceptable reliability (interrater, internal consistency, and test-retest) and construct validity in relation to age and Loevinger's measure of ego level development. There was no social desirability effect. Gender differences were in favour of females. The relevance of a construct of sexual behaviour understanding in the process of adolescent development was considered.

0107

**Conflicting goals in self-evaluative information seeking: developmental and ability level analyses.**

CHDEAW. Ruble, D.N. ; Flett, G.L. Chicago, Ill. : University of Chicago Press. Child development. Feb 1988. v. 59 (1). p. 97-106. Includes references. (NAL Call No.: DNAL RJ1.C3).

Developmental changes in the resolution of conflicting goals involved in self-evaluation were examined in children entering second, fourth, and sixth grades representing high, medium, and low ability levels in arithmetic. Children completed a series of arithmetic tasks and were given an opportunity to evaluate themselves in terms of social comparison or autonomous comparison. As expected, overall, high-ability children engaged in the most self-evaluative information seeking, whereas low-ability children engaged in the least information seeking. Moreover, with increasing age, high-ability children were more likely to engage in autonomous comparison, whereas low- and medium-ability children maintained an interest in social comparison. In addition, greater interest in social comparison,

particularly among older children, was associated with relative uncertainty about one's own ability but perceptions of ability as constant in others. The results are discussed in terms of strategies for balancing self-assessment with self-enhancement needs and the impact of such strategies for task mastery.

0108

**Conflicts between children.**

CHDEAW. Shantz, C.U. Chicago, Ill. : University of Chicago Press. Child development. Literature review. Apr 1987. v. 58 (2). p. 283-305. Includes references. (NAL Call No.: DNAL RJ1.C3). Interpersonal conflicts of children in natural settings are the focus of this review of the empirical literature in social and cognitive development and sociolinguistics. The central role of conflict in various developmental theories is outlined, conflict is differentiated from aggression, and the major features of social conflicts are described: their incidence and duration, and the issues, strategies, and outcomes of conflict episodes. Several studies indicate substantial relations between children's social-cognitive functioning and their conflict behavior, particularly in disputes about object possession and peer-group entry. The study of conflict appears to be useful in revealing aspects of the organization of the behavior of individuals and of dyads, and in revealing some of the information structure of the social environment of children.

0109

**Contemporary threats to adolescent health in the United States.**

JAMA. Blum, R. Chicago, Ill. : The Association. JAMA : Journal of the American Medical Association. June 26, 1987. v. 257 (24). p. 3390-3395. maps. Includes references. (NAL Call No.: DNAL 448.9 AM37).

Over the past 30 years, adolescents have been the only population in the United States who have not experienced improvement in their health status. Violence has replaced communicable diseases as the primary cause of juvenile mortality and, currently, over 77% of adolescent deaths are caused by accidents, suicide, and homicide. Increasingly, poverty, life-style, and risk-taking behaviors are influencing the morbidities of youth, with associated sequelae of trauma, adolescent pregnancy, substance abuse, physical/sexual abuse, and most other major health problems of adolescents. Clinicians seem to be interested in addressing the shifting nature of adolescents morbidity, yet are insufficiently trained to be effective. The physician must go beyond traditional clinical medicine and address the social, environmental, and behavioral factors that underlie current morbidity.

0110

**Continuity and change in intrafamilial agreement in beliefs concerning the adolescent: a follow-up study.**

CHDEAW. Alessandri, S.M. ; Wozniak, R.H. Chicago, Ill. : University of Chicago Press. Child development. Apr 1989. v. 60 (2). p. 335-339. Includes references. (NAL Call No.: DNAL RJ1.C3).

In a 2-year follow-up investigation of parent-child agreement in beliefs concerning the child and of the child's awareness of parental beliefs in families with children in transition to early (ages 10-11 to 12-13) and mid-adolescence (ages 15-16 to 17-18), 42 families were reinterviewed with the Family Belief Interview Schedule. Major results indicated that over the follow-up interval: (1) accuracy of the child's prediction of parental beliefs increased sharply between 10-11 and 12-13 but not between 15-16 and 17-18 years; (2) congruence of both mothers' and fathers' beliefs with the child's self-beliefs increased; and (3) between families, overall levels of intrafamilial agreement in belief concerning the child remained remarkably stable. Findings support the notion that changes in adolescents' understanding of their own development and of their changing relationships to parents occur within a framework of overall consistency in level of intrafamilial agreement in belief.

0111

**The contribution of the family to the facilitation of identity formation in early adolescence.**

Grotevant, H.D. Tucson : The Journal. The Journal of early adolescence. Literature review. Fall 1983. v. 3 (3). p. 225-237. Includes references. (NAL Call No.: DNAL HQ796.J62).

This paper explores the family's role in the facilitation of identity formation in early adolescence. First, studies that focus on the family's style of adapting to the transition from childhood into early adolescence are reviewed. Second, research on the relation between identity formation and family processes in late adolescence is reviewed in order to suggest directions for future research with early adolescents. Finally, three issues warranting further investigation are outlined: gender differences, domain-specific studies of identity, and longitudinal studies of developmental sequences of identity formation.

0112

**Cooperation and competition in the classroom.**

Johnson, R.T. ; Johnson, D.W.~Bryant, B. Chicago, Ill. : The University of Chicago. The Elementary school journal. This publication is not owned by the National Agricultural Library. Dec 1973. v. 74 (3). p. 172-181. Includes references. (NAL Call No.: DNAL A00020). Another analysis of cooperative and competitive learning environments, this study researches how locus of control, cooperation, and competition interact.

Tested are the following hypotheses: 1) majority of students regardless of whether they are internalizers or externalizers will view the classroom as competitive; 2) students regardless of whether they are internalizers or externalizers will prefer a cooperative classroom; and 3) externalizers will be more susceptible to anxiety and will want to be helped and directed by participants in this study. Results show that the majority of students reported their classroom environment as competitive, thus supporting hypothesis one. Also hypothesis two is supported as a majority stated a preference for a cooperative classroom. For hypothesis three, results did not significantly support the idea that externalizers would prefer a cooperative classroom although there was some indication for such a preference. The authors conclude that educators must be taught how to bring more cooperative structures in the classroom.

0113

**Cooperative games: systematic analysis and cooperative impact.**

Drlick, T.D. ; McNally, J. ~O'Hara, T. Washington, D.C. : Hemisphere Publishing Corporation, c1978. Psychological perspectives in youth sports / edited by Frank L. Smoll, Ronald E. Smith. This publication is not owned by the National Agricultural Library. p. 203-225. ill. Includes references. (NAL Call No.: DNAL A00021).

The cooperative games concept has been developed to increase cooperation among people in and out of game situations. This article discusses how cooperative behavior has been increased in children through a cooperative games program. The study conducted observed 87 kindergartners divided into traditional games and cooperative games groups. Prior to the study, these two groups displayed similar levels of cooperative behavior. As the games program progressed the children in the cooperative games groups showed an increase in cooperative behaviors. This cooperative behavior was observed over time to be displayed in other activities other than the game situations.

0114

**Cooperative interaction in desegregated settings: a laboratory analogue.**

JSISAF. Miller, N. ; Brewer, M.B. ~Edwards, K. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. Fall 1985. v. 41 (3). p. 63-79. Includes references. (NAL Call No.: DNAL HM1.A3J65).

Several cooperative heterogeneous team-learning interventions have been developed to promote improved intergroup relations in desegregated school settings. Despite their positive effects, little or no evidence demonstrates any generalization to new children or to children outside the classroom setting. Furthermore, social-categorization theory suggests that some procedural aspects of these interventions interfere with these

intended benefits. Data from an experimental laboratory paradigm structurally paralleling these small-group cooperative learning interventions, and testing hypotheses derived from social-categorization theory show that a generalized increase in outgroup acceptance will be produced by (a) an interpersonal as opposed to a task orientation toward team members, and (b) the assignment of persons to teams on the basis of their unique personal attributes rather than attributes that explicitly exemplify their category.

0115

**Coping with drinking pressures: adolescent versus parent perspectives.**

Brown, S.A. ; Stetson, B.A. San Diego, Calif. : Libra Publishers. Adolescence. Summer 1988. v. 23 (90). p. 297-301. Includes references. (NAL Call No.: DNAL HQ793.A44).

Fifteen techniques to limit or stop alcohol consumption were rated by 94 adolescents, aged 12 to 19, and their parents. Factor analysis of effectiveness ratings demonstrated consistency in appraisal of adult options for coping strategies, but significant differences in adolescent and parent views of how teenagers should cope with drinking pressures.

0116

**Coping with family transitions: winners, losers, and survivors.**

CHDEAW. Hetherington, E.M. Chicago, Ill. : University of Chicago Press. Child development. Feb 1989. v. 60 (1). p. 1-14. Includes references. (NAL Call No.: DNAL RU1.C3).

This article presents the results of a longitudinal study of the effects of divorce and remarriage on children's adjustment. It was found that individual characteristics, such as children's temperament, family relations, and extrafamilial factors, played an important role in exacerbating or buffering children from negative consequences associated with their parents' marital transitions. Although boys in divorced families and children in remarried families showed more problems in adjustment than did children in nondivorced families, some also showed remarkable resiliency in the face of multiple life stressors.

0117

**Correspondence between mothers' self-reported and observed child-rearing practices.**

CHDEAW. Kochanska, G. ; Kuczynski, L. ~Radke-Yarrow, M. Chicago, Ill. : University of Chicago Press. Child development. Feb 1989. v. 60 (1). p. 56-63. Includes references. (NAL Call No.: DNAL RU1.C3).

The correspondence between self-reported child-rearing attitudes and practices and actual child management was examined among 68 mothers of young children. Data on mothers' verbal and physical control techniques along with children's responses (cooperation vs. resistance)

were obtained during 90 min of spontaneous interaction in a naturalistic setting. Self-report data (the Block Q-Sort) were obtained 1-2 weeks later. The Block Q-Sort factors were combined to represent authoritarian and authoritative patterns of attitudes. The authoritarian pattern was positively associated with the use of direct commands, physical enforcements, reprimands, and prohibitive interventions, and negatively associated with the use of suggestions. The authoritative pattern was positively related to the use of suggestions and positive incentives, and negatively related to the use of physical enforcements, prohibitive interventions, and direct commands. Mothers' enjoyment of the parental role and their negative affect toward the child, as expressed in the Block Q-Sort, were more a result of the child's cooperation/resistance during the interaction than predictors of maternal control strategies.

0118

**Counseling the bereaved.**

JSISAF. Raphael, B. ; Nunn, K. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. Fall 1988. v. 44 (3). p. 191-206. Includes references. (NAL Call No.: DNAL HM1.A3J65).

This paper considers many of the theoretical and practical issues underlying the provision of bereavement counseling, and discusses (a) risk factors for bereaved people, (b) therapeutic assessment of bereaved people and planning of care, (c) provision of services aimed at diminishing risk and facilitating grief and mourning, (d) key issues of family and social support in bereavement counseling, and (e) the need for further development and coordination of services for the bereaved.

0119

**Critical thinking--what can it be?.**

Lipman, M. Alexandria, Va. : Association for Supervision and Curriculum Development. Educational leadership. Sept 1988. v. 46 (1). p. 38-43. ill. Includes references. (NAL Call No.: DNAL L11.E38).

This article examines the need for a clear understanding of critical thinking by educators before it can be successfully taught in schools and colleges. Lipman explains the defining features of critical thinking, its characteristics, outcomes, and the underlying conditions that make it possible. Subjects covered in this article include: critical thinking has judgmental outcomes, relies on criteria, is self-correcting, and is sensitive to context. The report concludes that the improvement of youths' thinking from ordinary thinking to good thinking is heavily dependent upon the ability of the student to identify and cite good reasons for their opinions.

0120

**A cross-sectional study of age and gender in relation to early adolescent interests.**

Jones, R.M. Tucson : The Journal. The Journal of early adolescence. Winter 1981. v. 1 (4). p. 365-372. Includes references. (NAL Call No.: DNAL HQ796.J62).

This study examined the relationship between age, gender, and early adolescent interests. A total of 662 respondents, ranging in age from ten to fifteen years, rated topics according to their interest. All participants responded to the same list of twenty-five topics. Significant interest differences were observed across age categories. Generally, these changes were occurring earlier for females than males, suggesting that social and psychological change are necessitated by physiological maturation. Significant sex differences were also found on several of the topics. These differences may reflect societal norms and expectations concerning sex appropriateness. Male interests were more often focused around status and achievement while females were interested in life and people.

0121

**Cultural factors in working with Southeast Asian refugee adolescents.**

Lee, E. London : Academic Press. Journal of adolescence. Literature review. June 1988. v. 11 (2). p. 167-179. Includes references. (NAL Call No.: DNAL RU499.A1J57).

The purpose of this paper is to present some of the unique socio-political-cultural factors that impact upon the psychological development of Southeast Asian refugee adolescents. As a special group of youngsters, they are confronted with the developmental crisis as adolescents, adjustment problems as refugees, and intercultural conflicts caused by the immense value differences between Eastern and Western cultures. In working with this population, clinicians are urged to take into account the special stressors resulting from the refugee and cultural experiences. Three areas of assessment are recommended: (1) assessment of major stresses (migration stress, acculturation stress, life cycle stress, and family stress); (2) assessment of strengths; and (3) assessment of culturally specific responses to mental health problems. Different treatment modalities are also discussed. It is hoped that the practical suggestions presented in this paper can lead to more culturally relevant care for this group of youths.

0122

**Cultural pride curriculum unit /Ana Consuelo Matiella.**

Matiella, Ana Consuelo. Santa Cruz, CA : Network Publications, 1989, c1988. 208 p. : ill. ; 28 cm. Includes bibliographical references. (NAL Call No.: DNAL E184.S75M3 1989).

Abstract: This curriculum guide focuses

on Latino history and customs to help Latino youth; grades 5-8, identify cultural pride as a source of self-esteem. Designed for educators of predominantly Latino student audiences in both school and non-school settings, this curriculum provides lesson plans and student activity worksheets to help students: identify cultural similarities and differences; describe how belonging to a cultural group contributes to one's sense of power and confidence; describe how role models can enhance self-esteem; differentiate between integration and assimilation; and explain the importance of accepting differences as a way to diminish prejudice and discrimination.

0123

**Cultural pride student workbook /Ana Consuelo Matiella ; illustrations by Ron Salinas.**

Matiella, Ana Consuelo. Santa Cruz, CA : Network Publications, 1988. 96 p. : ill. ; 28 cm. (NAL Call No.: DNAL E184.S75M31).

Abstract: This student workbook is intended to communicate Latino history and customs to Latino youth in order to promote cultural pride as a source of self-esteem. The lessons affirm Latino culture and family and seek to help students: identify cultural similarities and differences; contrast integration and assimilation; and explain the importance of accepting differences as a way to diminish prejudice and discrimination.

0124

**Cultural values, parents' beliefs, and children's achievement in the United States and China.**

Chen, C.S. ; Uttal, D.H. Basel : S. Karger. Human development. Nov/Dec 1988. v. 31 (6). p. 351-358. Includes references. (NAL Call No.: DNAL RC952.A1H85).

The major purpose of this article is to describe the traditional and modern Chinese cultural values with regard to educational achievement and their reflections in the beliefs of both parents and children. The value of self-improved and human malleability have been the emphasis of Chinese traditional philosophy. Chinese parents set higher standards and often work more with their children on homework compared to American parents. Cultural values also help to ensure diligent work by Chinese children. The superior performance of Chinese children in cross-national comparisons of mathematics achievement may be explained by these factors.

0125

**Current federal policies and programs for youth /by J.R. Reingold and Associates, Inc.**

Washington, D.C. (1001 Connecticut Ave., N.W., Suite 301, Washington 20036-5541) : Youth and America's Future, William T. Grant Foundation Commission on Work, Family and Citizenship, 1987. Cover title.~ "June 1987." vi, 41 p. ; 28 cm. (NAL Call No.: DNAL HQ799.7.C8).

**Abstract:** This paper is a report on existing programs and policies for youth in federal agencies. The programs discussed are from the following five U.S. Departments: Labor, Health and Human Services, Education, Justice, and Defense. The first section provides issues to consider and an introduction to current youth policies. Following this is a chapter devoted to programs and policies in each of the five departments. Programs discussed include the Job Training Partnership Act, Social Services Block Grant, Head Start, Child Welfare, Adoption Opportunities Program, Aid to Families with Dependent Children, Elementary and Secondary Education, Bilingual Education, Special Education, Missing and Exploited Children's Program, and the Military Family Resource Center.

0126

**Current theorizing on the family: an appraisal.**

JMFAA6. Sprey, J. St. Paul, Minn. : National Council on Family Relations. Journal of marriage and the family. Nov 1988. v. 50 (4). p. 875-890. Includes references. (NAL Call No.: DNAL HQ1.J86).

This essay presents an appraisal of current theorizing about the institutions of marriage and the family in the United States. It aims to exemplify rather than explain or in any way treat the process exhaustively. Central to the discussion is a view of theorizing as an intentional activity that occurs within a time-bound sociocultural setting. The current and future course of mainstream family thought is evaluated and a number of rival approaches toward knowledge acquisition are recognized. It is suggested that three of these, hermeneutics, critical theorizing, and feminist thinking, must be considered both challenges and potential sources of enrichment to family scholarship.

0127

**Dare to make a differenceR. Rennekamp, K. Hicks.**

Rennkamp, R. ; Hicks, K. Stacy, MN : Spectra Photo/Audio, 1988. Presented at the 1988 National Association of Extension 4-H Agents 42nd Annual Conference, Nov. 6-10, 1988, Minneapolis, MN.~ "317-T17."~ Title in proceedings: Dare to make a difference; a youth advocacy program for Kentucky teens. 1 sound cassette (ca. 90 min.). (NAL Call No.: DNAL Audiocassette no. 123).

Abstract: Kentucky's 4-H American Heritage Conference and associated government study program along with the state's senior 4-H conference on the University of Kentucky campus, provided a natural forum for identifying current youth issues and providing training sessions for helping teens organize for action back home. Through youth caucuses held across the state and a survey of senior 4-H conference delegates, youth "platforms" were developed that were presented to local and state officials

indicating current issues with which youth across the commonwealth were concerned. Through participation in the program youth realized that they could "make a difference" by making their collective voices heard. Seminar participants will be introduced to the basic components of the Kentucky effort, share similar programs from their states and develop plans of action for additional work back home.

0128

**Dating age and stage as correlates of adolescent sexual attitudes and behavior.**

Miller, B.C. ; McCoy, J.K.-Olson, T.D. Tucson, AZ : H.E.L.P. Books. Journal of adolescent research. Fall 1986. v. 1 (3). p. 361-371. Includes references. (NAL Call No.: DNAL HQ793.J68).

Dating experiences, especially the type or stage of dating, have consistently been found to be related to premarital sexual behavior. Findings regarding the age at first date and sexual behavior have been less consistent. This paper examined the age at which dating began and the type of dating relationship as correlates of premarital sexual attitudes and behavior among mid-teen adolescents. The analyses were based on a sample of high school students (n=836), most of whom were between the ages of 15 and 18 when the surveys were conducted. Early dating, especially early steady dating, was related to permissive attitudes and premarital sexual experience among both males and females. The relationship between early dating and intercourse experience was particularly strong among Mormons, a religious group which has institutionalized age 16 as the legitimate age to begin dating.

0129

**Depressive affect and restraint in early adolescents: relationships with family structure, family process and friendship support.**

Feldman, S.S. ; Rubenstein, J.L.-Rubin, C. Tucson, Ariz. : The Journal. The Journal of early adolescence. Fall 1988. v. 8 (3). p. 279-296. Includes references. (NAL Call No.: DNAL HQ796.J62).

This study investigates the relationship between depressive affect and restraint and family and friendship variables in 103 unselected sixth graders (56 girls). Family measures included family structure (intact vs. two-parent families) and four family processes; communication with father, communication with mother, family cohesion and family adaptability. In addition, friendship support was assessed. Family structure was related to depression, but not after family processes were partialled out. Stepwise multiple regression models indicated that family cohesion and friendship support accounted for more than 50 percent of the variance in depressive affect. A high risk group for depressive affect was identified: adolescents from single parent families with low friendship support had scores

in the clinically depressed range. Restraint was best predicted by gender and mother-adolescent communication in the regression models, whereas family structure and friendship support did not account for further variance. Both depression and restraint were related to the number of stressors. The implications for the etiology of depressive affect and behavior problems were discussed.

0130

**Desirable athletic competition for children of elementary school age.**

Washington D.C. : s.n., 1968. viii, 28 p. : ill. ; 23 cm. Bibliography: p. 27-28. (NAL Call No.: DLC GV709.2.A45).

Abstract: Presented in this book is the policy statement on competitive athletics for children supported by the American Academy of Pediatrics and the American Association for Health, Physical Education, and Recreation. Also discussed are the various aspects of competition and children such as the purpose of competition, effects of competition on children, and the types of competition for children. Somewhat out-of-date; this book does provide background information into past research concerning elementary school age children and athletics.

0131

**Developing an AIDS program in a juvenile detention center.**

Geber, S. Washington, D.C. : Office of Human Development Services, Department of Health and Human Services. Children today. Jan/Feb 1988. v. 17 (1). p. 6-9. Includes references. (NAL Call No.: DNAL HV701.C51).

The Dade County Juvenile Center in Florida was used as the example institution to determine what is currently being done in juvenile facilities in reference to AIDS. The facility holds 200 youth for an average of 14 days. Mandatory screening and testing was not done although testing was offered to high risk youth. In fact, only those showing symptoms were offered blood tests. However, the author discusses problems and topics affecting screening procedures such as housing, counseling, availability and other factors. The author concludes that not enough is being done despite the ideal situation for testing, screening and education.

0132

**Developing talent in young people /Benjamin S. Bloom, editor ; contributors, Lauren A. Sosniak ... et al. .**

; Bloom, Benjamin Samuel, ; 1913--Sosniak, Lauren A. New York : Ballantine Books, 1985. x, 557 p. ; 22 cm. Includes bibliographies and index. (NAL Call No.: DNAL BF723.M56D4 1985). Abstract: This book contains the results of a study to determine how and why certain individuals were able to develop the talent to reach the highest levels of accomplishment in their chosen

fields. The study provided strong evidence that no matter what the initial characteristics of the individuals, unless there is a long and intensive process of encouragement, nurturance, education, and training, the individuals will not attain extreme levels of capability in these particular fields. The subjects of the study included concert pianists, sculptors, research neurologists, olympic swimmers, and tennis champions.

0133

**The development of companionship and intimacy.**

CHDEAW. Buhrmester, D. ; Furman, W. Chicago, Ill. : University of Chicago Press. Child development. Aug 1987. v. 58 (4). p. 1101-1113. Includes references. (NAL Call No.: DNAL RU1.C3). This study is concerned with the development of companionship and intimacy. Subjects in the second, fifth, and eighth grades (means ages, respectively, 7.5, 10.4, and 13.4) rated the importance and extent of companionship and intimate disclosure experienced in social life in general and in each of 8 types of relationships. Companionship was perceived as a desired social provision at all 3 grade levels. Family members were important providers of companionship for children in the second and fifth grades, but they became significantly less so in the eighth grade. Same-sex peers were important providers across all three grades, and they became increasingly important as children grew older. Opposite-sex peers did not become important as companions until the eighth grade. Counter to expectations, there were no age differences in the global desire for intimacy. Parents were important providers of intimate disclosure for the youngest children, but they were less important among the younger adolescents. There was mixed support for the hypothesis that same-sex friends become important providers of intimacy during preadolescence. Findings were different for boys and girls, suggesting that girls seek intimate disclosure in friendship at younger ages than boys do.

0134

**The development of sex differences in friendship patterns and peer group structure during adolescence.**

Montemayor, R. ; Van Komen, R. Tucson : The Journal. The Journal of early adolescence. Fall 1985. v. 5 (3). p. 285-294. Includes references. (NAL Call No.: DNAL HQ796.J62).

In a naturalistic study of sex differences in friendship patterns and peer group structure during adolescence, 130 groups composed of 321 adolescents were observed in three high schools and six out-of-school settings. No sex differences were found in the percentages of males and females observed in dyads or with a companion of the opposite-sex. Male friends knew each other longer than did female friends or male-female friends. Lastly, during adolescence, groups observed out of

school became smaller and more heterosexual, while in-school groups remained large and unisexual. The need for further observational research on the patterning of male and female relationships during the transition from childhood to early adolescence was emphasized.

0135

**The development of the individuation process from a social-cognitive perspective.**

Mazor, A. ; Enright, R.D. London : Academic Press. Journal of adolescence. Mar 1988. v. 11 (1). p. 29-47. Includes references. (NAL Call No.: DNAL RJ499.A1J57).

A sequence of four developmental levels for the individuation process, from a social-cognitive perspective, was proposed from late childhood to late adolescence. Individuation is defined as the separation of the self from family. The individuation interview, Selman's self-awareness measure and the Lunzer test were administered in 4th, 7th, 10th grades and a post-high school group (N = 78). Results confirmed age increases in individuation as follows: late childhood subjects consolidate on level I, exhibiting the dominance of parental view over individual perspectives; early adolescents on level 2, demonstrating an increased self-awareness and the beginning decline of parental view; mid-adolescents, on level 3, characterized by conflicts between the recognition of the autonomous self and the parental views; and late adolescents (young adults) on level 3 and level 4, showing the ability to integrate the parental view within the self-system without losing individuality. Further, construct validation confirmed the common as well as the discriminant qualities of the individuation sequence to self-awareness and Piagetian logical development. These results support the uniqueness of the individuation construct with the social-cognitive domain.

0136

**Development of thinking about things and people: social and nonsocial cognition during adolescence.**

JGPYAI. O'Mahony, J.F. Washington, D.C. : Heldref Publications. Journal of genetic psychology. June 1989. v. 150 (2). p. 217-224. Includes references. (NAL Call No.: DNAL BF713.J68).

The purpose of this study was to investigate the connections between adolescent development in social (adolescent developments in person conception) and nonsocial (formal operations) cognition. Ninety randomly-selected boys from an Irish boarding school completed measures on organization in person descriptions, operational thinking and intelligence. Instruments were measured for inter-coder reliability and internal consistency. The predicted relationship between social and nonsocial cognition was found, but was not fully accounted for by physical or mental age. The

authors state that this indicates that the relationship between social and nonsocial cognition is more than coincidentally related.

0137

**A developmental analysis of elementary school-aged children's concepts of pride and embarrassment.**

CHDEAW. Seidner, L.B. ; Stipek, D.J.~Feshbach, N.D. Chicago, Ill. : University of Chicago Press. Child development. Apr 1988. v. 59 (2). p. 367-377. Includes references. (NAL Call No.: DNAL RJ1.C3).

Developmental changes in conditions engendering pride and embarrassment were explored. Subjects included 41 adults and 189 5-, 7-, 9-, and 11-year-old children from diverse ethnic backgrounds. Subjects were asked to report events that had made them feel proud, embarrassed, happy, and sad. Content analyses of responses concerning pride and embarrassment indicated that references to noncontingent, uncontrollable events decreased with age, but most 5-year-olds understood that feelings of pride and, to a lesser extent, embarrassment result primarily from outcomes controlled by and contingent on one's own behavior or characteristics. Responses of children in all 4 age groups and adults suggest that an audience is important for both pride and embarrassment, but particularly for embarrassment. An audience and external reinforcement were more important in children's than in adults' reports of pride. Developmental change was found in the standards used to evaluate emotional experiences; references to social comparison increased with age and references to mastery decreased.

0138

**A developmental approach examining social and personal correlates in relation to alcohol use over time.**

JGPYAI. Brook, J.E. ; Brook, J.S. Washington, D.C. : Heldref Publications. Journal of genetic psychology. Mar 1988. v. 149 (1). p. 93-110. Includes references. (NAL Call No.: DNAL BF713.J68).

The purpose of this study was to determine how personality, family and peer factors interrelate to influence alcohol use during preadolescence and adolescence and to determine family and peer factor shifts in importance from preadolescence to adolescence. Five hundred and ten predominantly white youth and their mothers made up the sample. The sample included a nearly equal number of males and females. The group was seen twice over a two year period. A closed-ended item questionnaire was used. The researchers identified personality, family and peer factors that were significant predictors of alcohol use in preadolescence and in adolescence, and discussed theoretical implications and practical applications for alcohol education and alcohol abuse prevention programs.

0139

**Developmental change in children's assessment of intellectual competence.**

CHDEAW. Stipek, D. ; Mac Iver, D. Chicago, Ill. : University of Chicago Press. Child development. Literature review. June 1989. v. 60 (3). p. 521-538. Includes references. (NAL Call No.: DNAL RJ1.C3).

This review analyzes what is known about how children's judgments of their intellectual competence and their definition and criteria for evaluating competence change with age and experience in achievement contexts. Research documenting an age-related decline in children's average ratings of their intellectual ability is interpreted in terms of developmental changes in children's concept of ability and the criteria they use to evaluate ability. The studies reviewed suggest that children's concept of ability becomes more differentiated with age and that children do not develop a concept of ability as a stable trait until late in elementary school. Research also indicates that the criteria children use to assess intellectual competence shift over the elementary school years--from effort, social reinforcement, and mastery to objective and normative information. Changes in ability assessments are considered in the context of age-related changes in children's cognitive abilities and in the nature of their educational environments.

0140

**Developmental patterns of spatial ability: an early sex difference.**

CHDEAW. Johnson, E.S. ; Meade, A.C. Chicago, Ill. : University of Chicago Press. Child development. June 1987. v. 58 (3). p. 725-740. Includes references. (NAL Call No.: DNAL RJ1.C3).

Over 1,800 public school students (grades K-12, ages 6-18) took a battery of 7 spatial tests tailored to their respective developmental levels.

Analyses of resulting data indicate (a) that it is feasible to measure spatial ability throughout this developmental range with modified versions of adult paper-and-pencil tests, (b) that a male advantage in spatial performance appears reliably by age 10, and (c) that the magnitude of the advantage remains constant through age 18. Analysis of covariance suggests that an early female precocity in language skills may mask a male advantage in spatial ability during the primary school years. There is no indication of a sex difference in kindergarten children.

0141

**Developmental psychology an introduction**

/Robert F. Biehler, Lynne M. Hudson. Biehler, Robert F. 1927-. ; Hudson, Lynne M.~Biehler, Robert F.; 1927-. Boston : Houghton Mifflin, c1986. Rev. ed. of: Child development 2nd ed. 1981.~ Includes index. xxvi, 748 p. : ill. ; 24 cm. Bibliography: p. 703-735. (NAL Call No.: DNAL RJ131.B52 1986).

0142

**Developmental study of exchange and blackmailing.**

JGPYAI. Moessinger, P. Washington, D.C. : Heldref Publications. *Journal of genetic psychology*. This publication is not owned by the National Agricultural Library. Dec 1977. v. 131. p. 255-260. Includes references. (NAL Call No.: DNAL BF713.J68).

Discusses the development of bargaining and blackmail among three different age groups: 6-7 year-olds, 7-8 year-olds, 11-12 year-olds and 13-14 year-olds using a two person non-zero-sum game. The younger children displayed a give-and-take behavior, while the middle age children cooperated slightly different. The change occurred with the older children; they showed more competitive behavior by using blackmail as a form of completing the game. This study supports other studies which found younger children to be more cooperative than older children which are more competitive. There was little difference between the sexes.

0143

**A different game: collaborating to serve youth at risk.**

Dye, R.R. ; Wood, J.S. Medford, Mass. : Association of Voluntary Action Scholars. *Journal of voluntary action research*. July/Dec 1981. v. 10 (3/4). p. 53-66. (NAL Call No.: DNAL HV40.J68). This case study reviews the process by which 14 (and later 22) national organizations developed a collaborative youth-serving program under the support of a federally-funded program. Lessons are drawn regarding successful collaboration, involving the need for a focused agenda, recognition of commonality, a proper mix of participants, neutral turf, the enlistment of key actors, shared leadership, and appropriate time commitments.

0144

**Disability as moral experience: epilepsy and self in routine relationships.**

JSISAF. Schneider, J.W. New York, N.Y. : Plenum Publishing Corporation. *The Journal of social issues*. Spring 1988. v. 44 (1). p. 63-78. Includes references. (NAL Call No.: DNAL HM1.A3J65).

This paper draws on depth interview data from an availability sample of 80 people with epilepsy to examine the moral experience of disability (cf. E. Goffman, 1959, "The Moral Career of the Mental Patient," *Psychiatry*, 22, 123-135). This concept directs attention on how those who live in the social world of epilepsy, and of disability more generally, define themselves and others in both positive and negative ways. Most discussions of the moral aspects of disability turn on the concept of stigma, and epilepsy certainly is a prime area for such study. This paper, however, focuses on the consequences of disability for the distribution of work and responsibility in routine, everyday relationships and

how, in turn, this affects the way people see, think about, and feel about themselves. Particular attention is given to family, parental, and employment relationships. The paper raises the question, if disability is a social construction and has such costs, how can we best construct it for all concerned?

0145

**Disability as the basis for a social movement: advocacy and the politics of definition.**

JSISAF. Scotch, R.K. New York, N.Y. : Plenum Publishing Corporation. *The Journal of social issues*. Spring 1988. v. 44 (1). p. 159-172. Includes references. (NAL Call No.: DNAL HM1.A3J65).

Many people with disabilities do not identify themselves as disabled or choose not to be part of a politically active community of disabled persons. This paper discusses both the barriers to the formation of a social movement of disabled people and the ways in which these barriers have been overcome. The role of public policy in the evolution of this movement is discussed, as are the current status and prospects of the disability rights movement.

0146

**Disability beyond stigma: social interaction, discrimination, and activism.**

JSISAF. Fine, M. ; Asch, A. New York, N.Y. : Plenum Publishing Corporation. *The Journal of social issues*. Spring 1988. v. 44 (1). p. 3-21. Includes references. (NAL Call No.: DNAL HM1.A3J65).

This article critiques the assumptions about the nature and meaning of disability advanced in social-psychological writing, suggests the origins of these assumptions, and proposes a return to a Lewinian minority-group analysis of the situation of people with disabilities. It concludes by placing the articles in this issue of the *Journal of Social Issues* in context and by presenting questions in need of further exploration.

0147

**Divorce /Sharon J. Price and Patrick C. McKenry.**

Price, Sharon J. ; McKenry, Patrick C. Newbury Park, Calif. : Sage Publications, c1988. Includes indexes. 160 p. ; 23 cm. Bibliography: p. 140-154. (NAL Call No.: DNAL HQ834.P7). Abstract: This text, part of the Family Studies Text Series, explores divorce as a major life transition with social, psychological, legal, personal, economic and parental consequences. The book covers: Divorce in Societal Context; Why People Divorce; Separation; Adjusting to Divorce; Children & Divorce; Legal Aspects of Divorce; Economics of Divorce; and Intervention and Divorce.

0148

**Does AIDS hurt? educating young children about AIDS /Marcia Quackenbush and Sylvia Villarreal.**

Quackenbush, Marcia. ; Villarreal, Sylvia. Santa Cruz, CA : Network Publications, 1988. xiii, 149 p. : ill. ; 24 cm. Bibliography: p. 143-145. (NAL Call No.: DNAL RC607.A26Q3).

**Abstract:** This book provides a practical resource of information on the AIDS disease which can be used in health education of children ten years of age and younger. Included in the reference are suggested answers to questions frequently asked by young children about AIDS. Suggestions for addressing the AIDS issue are made with consideration of the developmental stages of youth.

0149

**Does self-help help? An empirical investigation of scoliosis peer support groups.**

JSISAF. Hinrichsen, G.A. ; Revenson, T.A. ~Shinn, M. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. Spring 1985. v. 41 (1). p. 65-87. Includes references. (NAL Call No.: DNAL HM1.A3J65).

This study evaluates the impact of participation in self-help groups for people with scoliosis and their families. In a cross-sectional study, adolescents with scoliosis, their parents, and adult scoliotics who attended scoliosis clubs (n=245) were compared with nonparticipants (n=495) who inquired about joining clubs. Although most members reported considerable satisfaction with the clubs, participation had no discernible impact on the psychosocial adjustment of the adolescent patients or their parents. Self-help groups appeared to be most beneficial for adult patients, especially those who had undergone the most demanding medical treatment.

0150

**Drinking, sex, and violence on television: the cultural indicators perspective.**

Signorielli, N. Amityville, N.Y. : Baywood Publishing Company. Journal of drug education. 1987. v. 17 (3). p. 245-260. Includes references. (NAL Call No.: DNAL HV5808.J68).

The portrayal of alcohol, alcoholics, and drinking in prime-time dramas on network television is studied to determine the relationship between television viewing and drinking habits. The author also examines the link between smoking and television viewing.

0151

**Dropouts speak out: qualitative data on early school departures.**

Tidwell, R. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1988. v. 23 (92). p. 939-954. Includes references. (NAL Call No.: DNAL HQ793.A44).

From interviews conducted in the home, qualitative data were obtained from 374 urban high school dropouts concerning their primary reason for leaving school

early. Female and male respondents of five ethnic groups answered closed- and open-ended questions concerning their (1) dropout history, (2) reasons for leaving school, (3) feelings about various aspects of the high school experience, (4) past and present activities, (5) academic and general future plans, (6) reflections about school, and (7) recommendations for school improvement.

0152

**Early adolescent attitudes toward sex roles.**

Streitmatter, J.L. ; Santa Cruz, R.M. ~Ellis-Schwabe, M. Tucson : The Journal. The Journal of early adolescence. Fall 1984. v. 4 (3). p. 231-238. Includes references. (NAL Call No.: DNAL HQ796.J62).

In today's American society, both men and women are occupying roles which at one time were considered the exclusive domain of either just men or just women. Recognizing this trend, one begins to ask, do middle school/junior high students hold attitudes about sex roles which reflect the trend of less traditional perceptions of what men and women should or should not do, or do they hold traditional views of these roles? A questionnaire asked 2149 students about male and female roles. The results found that the male respondent's perceptions were more traditional than the female perceptions. When boys and girls were grouped, a general trend showed that each older age and grade category was more conservative than the next younger group.

0153

**Early adolescent egocentrism: a review of six articles.**

San Diego, Calif. : Libra Publishers. Adolescence. Literature review. Winter 1987. v. 22 (88). p. 791-802. Includes references. (NAL Call No.: DNAL HQ793.A44).

This paper reviews six articles which appear to be representative of the past fifteen years during which researchers have focused on early adolescent ego-centrism. Each article is described in chronological order and compared to research findings suggested by the other articles. Although the researchers have suggested some interesting associations, there is a lack of consistency among their findings. The author indicates methodological problems and questions for further research which arise from the reviewed articles.

0154

**Early adolescent perceptions of the need for adults to know more about them.**

Juhasz, A.M. Tucson : The Journal. The Journal of early adolescence. Winter 1983. v. 3 (4). p. 305-313. Includes references. (NAL Call No.: DNAL HQ796.J62).

This study compared perceptions of early adolescents and those of adults related to the need for adults to know more about factors which may have a bearing on how adolescents learn. Two hundred

and nineteen, 12 to 14 year olds in grades seven and eight were administered the 25 item questionnaire which was previously used with administrators, teachers and parents of middle school students. Differences between the two groups were observed as were adolescent age-gender variations. Adults perceived a greater need to know more about larger number factors than did adolescents.

0155

**Early adolescent transitions /edited by Melvin D. Levine, Elizabeth R. McAnarney.**

; Levine, Melvin D.~McAnarney, Elizabeth R.; 1940-. Lexington, Mass. : Lexington Books, c1988. Based on a symposium held in Charleston, S.C. in Oct. 1986 and co-sponsored by the American Academy of Pediatrics and the Johnson and Johnson Educational Foundation.~ "A publication of the Institute for Pediatric Service of the Johnson & Johnson Baby Products Company"--P. facing t.p. x, 293 p. : ill. ; 24 cm. Includes bibliographies and indexes. (NAL Call No.: DNAL RJ550.E2).

**Abstract:** This publication intends to describe the stresses, constraints, and physiological changes that profoundly affect early adolescents for physicians, nurses, mental health professionals, social workers, educators, and concerned parents. Some of the topics addressed include: the effects of poverty, divorce and remarriage as major deterrents and/or facilitators of development; the processes involved in the normal or perturbed onset of puberty; emergent sexuality within the social context; health issues such as sexually transmitted diseases; school performance and linguistic competence; and, psychosocial maladjustment. The contributors offer specific approaches for dealing effectively with physiological and psychological transitions.

0156

**Early adolescents developing technical and interpersonal skills in the family and community /Joanne Keith ... et al. .**

; Keith, Joanne. East Lansing? : Michigan State University?, 1984? . Caption title.~ At head of title: Abstract of paper presented by Joanne Keith, Ph.D., Michigan State University, at the International Federation for Home Economics XV Congress, Oslo, Norway, July 22-27, 1984.~ Photocopy. 8 leaves : ill. ; 28 cm. (NAL Call No.: DNAL HQ796.E2).

**Abstract:** This study looked at interests and career expectations of early adolescents that are related to high technology and competent interpersonal skills. It looked at parental and youth organization impact upon these interests and expectations. Data were the results of a state-wide survey of 304 early adolescents and their parents conducted in 1983. Subjects were selected using a stratified multi-stage cluster sampling technique. Youth in the sample were 10 to 14 years of age and expressed

interest in their career development.~ Some of the other findings are: Forty-one percent of the boys were significantly more interested in careers with a technical orientation; about 50 percent of the girls were significantly more interested in careers requiring more interpersonal skills. Boys were somewhat more likely to consider careers with higher interpersonal skills than girls were to consider careers with technical/mechanical orientation. Parents identified preparation of youth in technological and interpersonal skills as very important for both sexes and as the most significant areas where families would like educational support, but the discussions in the family about future jobs or careers was more frequent with sons than with daughters.

0157

**Eating disorders in a nonclinical adolescent population: implications for treatment.**

Lachenmeyer, J.R. ; Muni-Brander, P. San Diego, Calif. : Libra Publishers. Adolescence. Summer 1988. v. 23 (90). p. 303-312. Includes references. (NAL Call No.: DNAL HQ793.A44).

The present study investigates the prevalence of adolescent eating disorders across gender, cultural groupings, and socioeconomic status. The Eating Attitudes Test, the Binge-Eating Questionnaire, and a demographic questionnaire were administered to students at two high schools. The results indicate a high rate of eating disorders in a nonclinical adolescent population. The rates for binge eating are comparable to those found in studies of college students-found at a younger age. With regard to SES, cross-cultural and gender findings, it is clear that eating disorders cross socioeconomic class and ethnic groups, and have a higher rate of occurrence in males than previously reported. Given such high rates of eating problems in a nonclinical population, the issue of prevention and early detection must be addressed. Additionally, more specific information on male eating disorders is needed.

0158

**Eco-systems analysis of anorexia nervosa.**

Shepp, M.I. ; Friesen, J.D.~Hakstian, A.R. London : Academic Press. Journal of adolescence. Dec 1988. v. 11 (4). p. 373-391. Includes references. (NAL Call No.: DNAL RJ499.A1J57).

Aspects of the eco-systemic approach were used to provide a framework for the understanding of anorexia nervosa and were empirically tested by comparing 30 anorexics and their parents to 34 matched control subjects and their parents. The theoretical model employed was an adaptation of Conger's Ecological-Systems approach which was based on the principles of Bronfenbrenner's theory of human development. The subjects were compared on selected variables arising from the individual, parent, family, and

community systems using (a) the California Psychological Inventory (CPI), (b) the Structural Analysis of Social Behavior (SASB), (c) the Family Environment Scale (FES), and (d) the Pattison Psychological Inventory (PPI). Discriminant analysis revealed that the Affiliation score (SASB) for the anorexic and the control subjects and the Psychopathic Deviancy score (CPI-Clinical) of the mothers of the anorexics and the controls were the variables which contributed most to the discrimination between the groups. With the Affiliation and the Psychopathic Deviancy scores alone, it was possible to correctly classify 87.5 per cent of the research subjects. Analyses also showed statistically significant results at the individual, parent, and family levels. Interactions within the family, as perceived by the anorexics, were characterized by overprotection and control by the mothers, while the anorexics themselves responded with significantly less affiliation to both their mothers and their fathers. The mothers of the anorexics also viewed their daughters as being less friendly in the relationship. The families of the anorexics were less supportive, helpful, and committed to each other than were the families of the control subjects as measured by the FES.

0159

**Ecological correlates of children's social development /Robert H. Poresky and Marcus R. Earle.**

Poresky, Robert H. ; Earle, Marcus R. 1986. Research report presented at the American Home Economics Association meeting. 4 leaves ; 28 cm. (NAL Call No.: DNAL HQ767.9.P6).

**Abstract:** This research paper explores the longitudinal relationship of ecological factors with school-age children's social development. The ecological measures included systematic observations of the children's home environment; reports of parent-child interaction; family income; maternal and paternal education; maternal alienation; and other demographic factors. Children initially, 6 and 9 years old (n=41), and their home environments were assessed initially and two years later. Half the children were boys and half were girls. The children were all living in rural settings. Analysis of the data revealed a number of significant longitudinal and concurrent correlations between the ecological factors and the children's social development.

0160

**Economic hardship, parenting, and distress in adolescence.**

CHDEAW. Lempers, J.D. ; Clark-Lempers, D.~Simons, R.L. Chicago, Ill. : University of Chicago Press. Child development. Feb 1989. v. 60 (1). p. 25-39. Includes references. (NAL Call No.: DNAL RU1.C3).

The relation between family economic hardship and adolescent distress among secondary school students in a small Midwestern community was investigated.

According to prior results, family hardship has both direct and indirect effects on adolescent distress. The indirect effects come about through stress-induced changes in parental nurturance and parental discipline. The findings of this study showed that hardship effects varied according to type of distress. For females as well as males, economic hardship had both direct and indirect effects on a depression-loneliness distress factor. The indirect effects occurred through less parental nurturance and more inconsistent discipline. No direct effect of economic hardship was found for either males or females on a distress factor composed of delinquency and drug use items. For both females and males, however, an indirect effect of family economic hardship on the delinquency-drug use factor was found with inconsistent parental discipline as the mediating variable.

0161

**Education and youth /edited and introduced by David Marsland.**

; Marsland, David. London ; Philadelphia : Falmer Press, 1987. ix, 221 p. : ill. ; 24 cm. Includes bibliographies and index. (NAL Call No.: DNAL LA635.E3).

**Abstract:** This collection of writings on youth and education focuses on the problems of schools and the educational system and how these conditions may be improved. Topics include: the psychology of adolescence and its bearing on schooling; the effects of peer groups and youth culture; implications for curriculum and method; the need to get relevance and excitement into schools; and the importance of young people's expectations of employment as a result of schooling and the need for adults to treat them seriously.

0162

**Educational therapy for the failing and frustrated student offender.**

Grande, C.G. San Diego, Calif. : Libra Publishers. Adolescence. Literature review. Winter 1988. v. 23 (92). p. 889-897. Includes references. (NAL Call No.: DNAL HQ793.A44).

Methods of treatment are described for meeting the needs of the failing and frustrated student offender. Attention is given to both the public school and juvenile justice setting for the following areas of treatment: classroom management systems, curriculum and instructional adjustment, counseling and support services, and alternative educational programming.

0163

**Effect of cooperative, competitive, and individualistic experiences on self-esteem of handicapped and nonhandicapped students.**

Johnson, R.T. ; Johnson, D.W.~Rynders, J. Provincetown, Mass : The Journal Press. Journal of psychology. This publication is not owned by the National Agricultural Library. May 1981. v. 108. p. 31-34. Includes references. (NAL Call No.: DNAL A00013).

This study of 18 non-handicapped and 12 trainable handicapped students shows that cooperative learning rather than individualistic learning or competitive learning promoted higher self-esteem in a learning experience. These students were placed in identical learning experiences.

0164

**Effectiveness of the 4-H life skills approach to leadership development /by Merl Eldon Miller.**

Miller, Merl Eldon, 1936-. 1981. Thesis (Ed.D.)--Oklahoma State University, 1981. Vita. vii, 107 leaves ; 29 cm. Bibliography: leaves 83-85. (NAL Call No.: DNAL S533.F66M5).

Abstract: The purpose was to determine if the 4-H Life Skills Approach to Leadership Development, as presented through the Southern Region 4-H Leadership Life Skills materials, was a more effective method of teaching skills that are necessary to perform leadership roles than current methods. There was found to be an apparent difference between the pre and post tests on leadership life skills for participating youth. It was concluded that the 4-H Life Skills Approach was a more effective method than current methods. It was also concluded that Extension resources can justifiably be devoted to further development, utilization, and testing the 4-H Life Skills Approach to Leadership Development.

0165

**The effects of cooperative, competitive, and individualistic experiences of interpersonal attraction among heterogeneous peers.**

Cooper, L. ; Johnson, D.W.~Johnson, R.~Wilderson, F. Provincetown, Mass. : The Journal Press. The Journal of social psychology. This publication is not owned by the National Agricultural Library. Aug 1980. v. 111. p. 243-252. Includes references. (NAL Call No.: DNAL A00012).

This article examines how positive interpersonal attraction can be improved between two groups who have been prejudiced towards each other. These groups can be ethnic groups, male-female groups, or non-handicapped-handicapped groups. A sample of 30 males and 30 females of whom 41 were white, 19 black, and 12 handicapped obtained results that showed cooperative situations improved positive attractions between different groups. Competitive situations, if developed carefully, also improved relationships.

0166

**Effects of cooperative, competitive, and individualistic goal structures on achievement: a meta-analysis.**

Johnson, D.W. ; Maruyama, G.~Johnson, R.~Nelson, D. Washington, D.C. : American Psychological Association, Inc. Psychological bulletin. Literature review. Jan 1981. v. 89 (1). p. 47-62. Includes references. (NAL Call No.: DNAL BF1.P75).

This article examines 122 existing

studies concerning the effectiveness cooperation with and without intra-group competition, inter-personal competition, and individualistic goal structures, by using a meta-analysis. Three types of met-analysis are performed: vote method, effect-size method, and z-score method. Results indicate that cooperation is superior to competition and individualistic efforts for increasing achievement and productivity, cooperation without inter-group competition is better than cooperation with inter-group competition, and no significant differences occur between interpersonal competition and individualistic efforts on achievement and productivity. The authors conclude that these findings should have significant impacts for education and industry.

0167

**Effects of cooperative, competitive, and individualistic learning on students' achievement in science class.**

Humphreys, B. ; Johnson, R.T.~Johnson, D.W. New York, N.Y. : John Wiley & Sons, Inc. Journal of research in science teaching. This publication is not owned by the National Agricultural Library. May 1982. v. 19 (5). p. 351-356. Includes references. (NAL Call No.: DNAL A00019).

This study of 44 ninth graders in physical science classes attempts to analyze the effects of cooperative, competitive, and individualistic teaching on achievement and attitudes. The students were taught the same units of instruction but in three different learning environments. In all cases cooperative learning resulted in higher achievement, more retention, and regeneration than competitive learning but resulted in less positive attitudes than competitive learning. If interest in science is to be increased then teaching science must be done in a cooperative setting.

0168

**Effects of cooperative reward structures and individual accountability on productivity and learning.**

JEDRAP. Slavin, R.E. ; Tanner, A.M. Bloomington, Ill. : Public School Publishing Company. Journal of educational research. May/June 1979. v. 72 (5). p. 294-298. Includes references. (NAL Call No.: DNAL 275.8 J824).

An investigation into the effects a cooperative reward structure and individual accountability as it relates to learning. The forty-six high school students who participated in this study are divided into three groups. The groups are studied together and took the quizzes separately, studied and took the quizzes together, and studied and took the quizzes alone. Results show that high individual learning and accountability does not improve learning as expected. The greatest productivity and learning occur in the second group where the students studied and took quizzes together. There is no significant learning differences between

cooperative groups of high individual accountability and low individual accountability.

0169

**The effects of cooperatively and competitively structured learning environments on inter- and intrapersonal behavior.**

CHDEAW. Crockenberg, S.B. ; Bryant, B.K.~Wilce, L.S. Chicago, Ill. : University of Chicago Press. Child development. This publication is not owned by the National Agricultural Library. June 1976. v. 47 (2). p. 386-396. Includes references. (NAL Call No.: DNAL RJ1.C3).

An investigation into how competitive and cooperative learning situations impact inter- and intrapersonal behaviors. Hypotheses to be tested include (1) non-winners will harbor ill feelings towards the winners in like learning situation, (2) females will be more helpful and willing to share than males regardless of the learning setting, (3) non-winners in competitive events would enjoy the experience less and feel less competent, and (4) non-winners will reward themselves more than winners in competitive events while winners in cooperative events will reward themselves less than competitive winners. Participants are 180 fourth graders evenly divided between boys and girls. Results show that hypothesis 1 is supported by boys but not girls in that boys showed the lack of goodwill towards the winners of a competitive event more so indicate that winners in competitive events enjoyed the competition more than non-winners, thus hypothesis 3 is supported. Hypothesis 4 receives some support since non-winners, thus hypothesis 3 is supported. Hypothesis 4 receives some support since non-winning boys in competitive events rewarded themselves more prizes than females in the same condition and more than competitive winners. However, the expected result in the cooperative events did not occur as boys view winning in cooperative events similar to failure. The authors conclude that this finding is the result of boys being more socialized competitively than girls. Overall the effects of competitive events differ for winners and non-winners and for boys and girls.

0170

**The effects of decision reversibility and decision importance on children's decision making.**

Davidson, D. ; Hudson, J. Duluth, Minn. : Academic Press, Inc. Journal of experimental child psychology. Aug 1988. v. 46 (1). p. 35-40. Includes references. (NAL Call No.: DNAL BF721.J68).

The authors explore the decision making process of children. Three experiments were conducted to determine how this process is affected when a child is making a decision concerning a reversible condition versus an irreversible condition. Children in preschool, first grade, and third grade

participated in the experiments. The study shows that more time was taken by all age groups to make a decision concerning an irreversible decision.

0171

**Effects of parent-adolescent interaction on the continuity of cognitive development from early childhood to early adolescence.**

Dunham, R.M. ; Kidwell, J.S.~Portes, P.R. Tucson, Ariz. : The Journal. The Journal of early adolescence. Fall 1988. v. 8 (3). p. 297-310. Includes references. (NAL Call No.: DNAL HQ796.J62).

The continuity of cognitive development from early childhood to early adolescence is examined in light of mother-adolescent interaction and demographic measures. The sample was comprised of fifty-four mother-adolescent dyads, from a follow-up of an early-age antipoverty intervention. Middle class and lower class control groups and an experimental group were balanced by social class, ethnicity and gender. Measures used were the Participatory Style of Interaction, (PSI), the Bayley Scales of Infant Development, the Stanford Binet, and the California Test of Basic Skills. There was a continuity of cognitive development within each social class, in the absence of intervention. Social class and ethnic differences were mitigated for the lower class treated group, but re-emerged over the decade following the intervention. For the middle class and treated lower class groups, a participatory style of mother-adolescent interaction was found to be related to cognitive development and to account for much of the power of demographic variables in the prediction of cognitive development.

0172

**The effects of parental psychopathology and maltreatment on child behavior: a test of the diathesis-stress model.**

CHDEAW. Walker, E. ; Downey, G.~Bergman, A. Chicago, Ill. : University of Chicago Press. Child development. Feb 1989. v. 60 (1). p. 15-24. Includes references. (NAL Call No.: DNAL RJ1.C3).

Past research on risk factors in child development has tended to focus on 1 risk factor rather than examining the effects of multiple factors simultaneously. The present research examines the main and interactive effects of parental psychopathology (schizophrenia, psychiatric control, and normal control) and maltreatment on child behavior. Child aggression, delinquency, and social withdrawal were assessed at 2 times so that the effects of risk factors on behavioral change could also be examined. The results indicate significant relations between the risk factors and child behavior. Most notably, parental psychiatric status and maltreatment interacted significantly, such that offspring of schizophrenic parents from maltreating families showed increases in externalized behavior problems over

time. These results support a diathesis-stress model of psychopathology.

0173

**Effects of parental separation and reentry into union on the emotional well-being of children.**

JMF4A8 Baard, N. St. Paul, Minn. National Council on Family Relations. *Journal of marriage and the family*. Nov 1988, v. 50 (4), p. 967-981. Includes references. (NAL Call No.: DNAL HQ1 J86)

Although researchers in family sociology and clinical psychology generally hold the view that family transitions are detrimental to children's well-being, many empirical sociological studies do not support this view. In the present study, data from the two waves of the National Survey of Children are used to investigate the impact of family transitions on changes in emotional and behavioral problems as reported by the mothers. The results show that there are sex-differentials in the changes in emotional well-being that can be attributed to family transitions. The results also indicate that an increase in emotional and behavioral problems can be attributed to remarriage but not divorce.

0174

**Effects of rewards on changes in children's motivation for an athletic task.**

Thomas, J.R. ; Tennant, K.L. Washington, D.C. : Hemisphere Publishing Corporation, c1978. Psychological perspectives in youth sports / edited by Frank L. Smoll, Ronald E. Smith. This publication is not owned by the National Agricultural Library. p. 123-144. ill. Includes references. (NAL Call No.: DNAL A00021).

This study attempts to answer the question of "Does a non-contingent reward undermine performance in an athletic task?" "Are the effects of a non-contingent reward different from contingent rewards?" and "Are the effects of these rewards related to age?" To examine these questions, 424 boys ages 5, 7, and 9 years old were observed in athletic tasks. These boys were divided into four groups; control group (no rewards), contingent rewards, were divided into four groups; control group (no reward), contingent rewards, non-contingent rewards, and unexpected rewards. Performances were then analyzed. Results indicated some answers for these questions. In the non-contingent reward groups, the younger boys perceived the reward as a bonus for participation while older boys considered it a bribe to participate. The contingent reward groups showed little effect since the reward was understood to be based on their performance. Unexpected reward groups experienced no effects.

0175

**Ego identity: developmental differences and experimental substance use among adolescents.**

Jones, R.M. ; Hartmann, B.R. London Academic Press. *Journal of adolescence*. Dec 1988, v. 11 (4), p. 347-360. Includes references. (NAL Call No.: DNAL RJ499.A1u57).

A total of 12,988 adolescents completed a questionnaire which assessed experience with cigarettes, inhalants, alcohol, marijuana, cocaine, and level of ego identity (EOM-EIS). Discriminant analyses of substance use, across the achievement, moratorium, foreclosure, and diffusion identity statuses, yielded significant functions for each grade comparison (7th to 12th). Frequencies of experience for diffused respondents were consistently higher than estimates for the achieved and moratorium respondents; and, foreclosed adolescents reported the lowest frequency of experience. Diffused adolescents were about twice as likely to have tried cigarettes and alcohol, three times as likely to have tried marijuana, four times as likely to have tried inhalants, and five times as likely to have used cocaine than their foreclosed peers. The achieved, moratorium, and unclassified respondents reported frequencies of experience that fell between the two extreme groups. Implications for identifying adolescents "at risk", and tailoring prevention/intervention efforts to address developmental differences are addressed.

0176

**Egocentrism and depressive symptomatology in adolescents.**

Baron, P. Tucson, AZ : H.E.L.P. Books. *Journal of adolescent research*. Winter 1986, v. 1 (4), p. 431-437. Includes references. (NAL Call No.: DNAL HQ793.J68).

The purpose of the present study is to examine the relationship between egocentrism and depressive symptomatology in adolescents. One hundred ninety-four adolescent (108 males, 86 females) ranging in age from 12 to 17 years and enrolled in a high school in Quebec, completed the Adolescent Egocentrism-Sociocentrism Scale and the Beck Depression Inventory. As predicted, subjects with high egocentrism showed significantly more depressive symptoms than subjects with low egocentrism. Results are discussed in light of the literature on adolescent depression.

0177

**Emotional autonomy versus detachment: revisiting the vicissitudes of adolescence and young adulthood.**

CHDEAW. Ryan, R.M. ; Lynch, J.H. Chicago, Ill. : University of Chicago Press. *Child development*. Apr 1989, v. 60 (2), p. 340-356. Includes references. (NAL Call No.: DNAL RU1.C3).

3 studies reexamine Steinberg and Silverberg's construct of "emotional autonomy" (EA) in adolescent and young adult samples. We argue that rather than

measuring either autonomy or independence, EA represents emotional detachment from parents. In Study 1, EA is shown to be negatively associated with early adolescents' (n = 148) reported quality of attachment to parents, but not to friends. In Study 2, EA is shown to be positively related to experienced parental rejection but largely unrelated to perceived independence-support in a high school sample (n = 193). In Study 3, EA in young adults (n = 104) is inversely related to measures of family cohesion, parental acceptance, independence support, and self-perceived lovability. Finally, a protective measure of parental nurturance taken by a subsample of subjects (n = 58) was associated negatively with EA but positively with perceived lovability. Discussion concerns the conceptualization of attachment versus detachment, dependence, and autonomy in theories of adolescence.

0178

**Empathy and its development /edited by Nancy Eisenberg and Janet Strayer.**  
; Eisenberg, Nancy.~Strayer, Janet. Cambridge ; New York : Cambridge University Press, 1987. x, 406 p. : ill. ; 24 cm. Includes bibliographies and index. (NAL Call No.: DNAL BF575.E55E5). Abstract: Using data from "The Neighborhood Walk: Sources of Support in Middle Childhood" study, the author attempts to clarify distinctions between social perspective taking ability and empathy, and provided a foundation for a formulation regarding the development of these two aspects of social-emotional development. Empirically derived intra- and interpersonal factors associated with the emergence and expression of both social perspective taking and empathy during the middle childhood and early adolescence are considered in order to present a formulation of the development and expression of empathy in comparison to social perspective taking. It was found that empathy and social perspective taking were differentially related to individual difference variables such as mental health, age, sex, and temperament.~ Abstract: Two paper and pencil measures used to study the development of empathy are evaluated in detail: The Mehrabian and Epstein measure of empathy in adults and the Bryant adaptation of this measure for use with children and adolescents.

0179

**The epidemiology and causes of childhood injuries.**

JSISAF. Rivara, F.P. ; Mueller, B.A. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. Summer 1987. v. 43 (2). p. 13-31. Includes references. (NAL Call No.: DNAL HM1.A3J65). Injuries are the leading cause of death in children and adolescents after the first year of life. For individuals of all ages, the costs from motor vehicle injuries alone, when compared to other leading causes of death, are second only

to the costs of cancer. Injuries are discussed within the conceptual framework of the events surrounding the injury and the classic epidemiological parameters of host, agent, and environment. Important host factors for childhood injuries include age, sex, behavioral characteristics of the child, family background, and use of drugs and alcohol. The environment encompasses the socioeconomic environment of the child, the physical environment, and the legislative environment. Specific agents or vectors of injury are discussed, including fireworks, poisoning, flammable fabrics, hot tapwater, farm equipment, and firearms. Approaches to injury prevention are suggested, both for research investigations and child advocacy.

0180

**An Eriksonian approach to conception of friendship of aggressive and withdrawn preadolescent girls.**

La Gaipa, J.J. ; Wood, H.D. Tucson : The Journal. The Journal of early adolescence. Fall 1985. v. 5 (3). p. 357-369. Includes references. (NAL Call No.: DNAL HQ796.J62).

A multi-assessment approach was used to examine problems in social development involving the interaction of the cognitive and affect domains. Teachers identified 30 aggressive, 30 withdrawn and 30 popular girls by the Behavioral Description Form, and then administered the Children's Friendship Expectancy Inventory that taps conventional morality, mutual activities, loyalty and empathy. A TAT-type projective test evaluated psychosocial adaptation on five ego stages. In the affect domain, the withdrawn and the aggressives were similar in the inadequacy of their conflict resolutions, a possible development delay problem. The best discriminator of the low and high status girls was group identity versus alienation, posited by Newman and Newman (1975) as the basic conflict of early adolescence. The withdrawn and the aggressives differed in their conceptions of friendship. The withdrawns placed less value on loyalty than the aggressives, whose social cognitions were more like the populars than the withdrawns.

0181

**Ethnic differences in the imaginary audience.**

Markstrom, C.A. ; Mullis, R.L. Tucson, AZ : H.E.L.P. Books. Journal of adolescent research. Fall 1986. v. 1 (3). p. 289-301. Includes references. (NAL Call No.: DNAL HQ793.J68).

Elkind and Bowen's study was used as a basis for examining ethnic differences in the Imaginary Audience Scale (IAS) and its two subscales, the Abiding Self (AS) and the Transient Self (TS). Eighty-five Sioux and 100 Caucasian adolescents in the 7th, 8th, 11th, and 12th grades were administered the IAS. Some of Elkind and Bowen's findings were replicated. Ethnic differences were

found in correlations between the IAS and measures of self-concept. No ethnic differences in IAS scores were found for younger adolescents; however, older Caucasian adolescents had lower AS scores than older Sioux adolescents. The need for more research on the IAS with different racial and cultural groups was discussed.

0182

**Ethnic identity search and commitment in Black and White eighth graders.**

Phinney, J.S. ; Tarver, S. Tucson, Ariz. : The Journal. The Journal of early adolescence. Fall 1988. v. 8 (3). p. 265-277. Includes references. (NAL Call No.: DNAL HQ796.J62).

In order to investigate the beginnings of ethnic identity formation, open-ended interviews on ethnic issues were carried out with 48 Black and White middle-class eighth graders from an integrated junior high school. Interviews focused on questions assumed from the literature to be indicative of ethnic identity search and commitment. Over a third of the subjects had engaged in ethnic identity search, as indicated by their having thought about and discussed the implications of their ethnic groups membership. Black females were particularly high in ethnic identity search. In discussing the issues of ethnicity, Black subjects generally focused on their own group, while Whites were more likely to address relations with other groups. Both groups recognized the existence of prejudice as a potential problem for Blacks. The findings are discussed in terms of minority versus majority status in the culture.

0183

**Ethnicity as a mediating variable of early adolescent identity development.**

Streitmatter, J.L. London : Academic Press. Journal of adolescence. Dec 1988. v. 11 (4). p. 335-346. Includes references. (NAL Call No.: DNAL RU499.A1J57).

The variables of race/ethnicity, sex and grade were examined as potential mediating factors of early adolescent identity development. The EOM-EIS was administered to 367 middle-school students in an urban southwestern setting. Results provided evidence that the EOM-EIS is an appropriate instrument for use with this age sample. Additionally, females and older students were found to be more developmentally sophisticated than other groups. Finally, ethnic minorities were found to be significantly more foreclosed than their non-minority counterparts. As the school was a mandatory desegregation site, implications of school desegregation were discussed.

0184

**Evaluation report of the Quest Challenge I and II Conferences Hope College, Holland, Michigan, July 7-12, 1986 and July 15-20, 1986 /submitted by Rebecca Saito, Diane Hedin, Susan Su.**  
; Saito, Rebecca.~Hedin, Diane.~Su,

Susan. Saint Paul : Center for Youth Development and Research, University of Minnesota, 1986. Cover title.~ Two five day conferences for Michigan students sponsored by the Quest National Center through a grant from the W. K. Kellogg Foundation and directed by the National Youth Leadership Council.~ "September, 1986.". 1 v. (various foliations) : ill., forms ; 28 cm. (NAL Call No.: DNAL HQ793.Q4 1986).

**Abstract:** This is a summary of the evaluation report of two five day conferences for Michigan students entering grades 7, 8, and 9, attending one of two conferences: Quest Challenge I, July 7-12, 1986 or Quest Challenge II, July 15-20, 1986. The goal of the program was to prepare participants, both as individuals and as members of their teams, to return to their home communities and initiate and implement programs of community service. The purpose of the evaluation effort was to document events, to record student change, to provide ideas and direction for future programming and to seek understanding into what students learned and how or from what sources they learned it. Findings included measurable gains in personal growth and servant leadership attributes and skills.Quest Challenge II Conference

0185

**The evolution of caring and nonaggressive persons and societies.**

JSISAF. Staub, E. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. Summer 1988. v. 44 (2). p. 81-100. Includes references. (NAL Call No.: DNAL HM1.A3J65).

This article explores ways to shape individual personalities, societies, and the relations among them, with the ultimate aim of diminishing intergroup hostility and war. The evolution described in the article requires committed individuals and groups to work for change. Certain human proclivities, such as us-them differentiation, the devaluation of outgroups, and stereotyping are sources of intergroup hostility. Socialization practices by parents and schools that promote positive connection to and caring about people are described, as well as ways to bring about their use. Parent training and family system diagnoses can impart awareness and skills and influence parental attitudes. On a societal level, institutions and culture can be shaped by creating systems of positive reciprocity among groups, by cross-cutting relations among members of different groups, and by other steps along the continuum of benevolence.

0186

**An examination of 4-H youths' needs and interests, and implications for State Conference /by Terri Lou Rude.**

Rude, Terri Lou. 1987. Thesis (M.A.C. Ed.)--Washington State University, 1987. Cover title.~ Photocopy. x, 99 leaves : ill., map ; 28 cm. Bibliography: leaves 71-72. (NAL Call No.: DNAL S533.F66R82).

**Abstract:** The purpose of this study was to determine the needs and interests of teens in 4-H and whether State Conference is meeting those needs and interests, then develop recommendations that incorporate this information. The findings indicate that 4-Hers are very interested in issues of male/female relationships, drugs and alcohol, teen/parent relations, child abuse, nuclear war and crime. Respondents were asked to rank 3 activities in order of their interest and involvement: (1) 4-H projects, (2) county and state fairs, (3) conferences. The majority rated projects first, fairs second and conferences third. However, those who had attended Conference before tended to rank it higher. Of those who had attended Conference, 90% said it was a good experiment although a number said the cost of conference was a problem. Twenty-Four (24%) of those respondents who had never attended Conference but were aware of it said that the cost of Conference was a deterrent to their attendance. Recommendations are made regarding State Conference (cost, marketing and programming), 4-H in general (recordbooks and educational programming), and needs further study.

0187

**Explaining delinquency and drug use**  
*/Delbert S. Elliott, David Huizinga, Suzanne S. Ageton.*  
Elliott, Delbert S. ; Huizinga, David.~Ageton, Suzanne S. Beverly Hills, Calif. : Sage Publications, c1985. 176 p. : ill. ; 23 cm. Bibliography: p. 165-175. (NAL Call No.: DNAL HV9104.E4). Abstract: This book presents an explanatory model that expands and synthesizes traditional strain, social control, and social learning perspectives into a single paradigm that accounts for delinquent behavior and drug use. The authors attempt to integrate the strain, control and learning theories in a single model in order to explain adolescent delinquent behavior and drug use.

0188

**Factors affecting career selection: implications for HRD.**  
Gilley, J.W. ; Galbraith, M.W. Washington, D.C. : The National Society for Performance and Instruction. Performance & instruction. Feb 1989. v. 28 (2). p. 1-5. Includes references. (NAL Call No.: DNAL LB1028.5.N3). The article defines and analyzes factors affecting the identification of career objectives for youth. The factors analyzed are cultural, social, personal and psychological factors. Cultural factors: culture, subculture and social class. Social factors: reference group, family, and centers of influence. Personal factors: age/life cycle, economic circumstances, life style and personality. Psychological factors: attitudes, beliefs, perceptions, motivation and learning. The author summarizes by giving the implications and applications for trainers and Human Resource Development managers.

0189

**Factors associated with the drug use of fifth through eighth grade students.**  
Ried, L.D. ; Martinson, O.B.~Weaver, L.C. Amityville, N.Y. : Baywood Publishing Company. Journal of drug education. 1987. v. 17 (2). p. 149-161. Includes references. (NAL Call No.: DNAL HV5808.J68).

The sample for this study was taken from students in grades five through eight in a Midwest metropolitan area. The authors estimate the presence of drug use among these students. They discuss factors that are most likely to influence youth drug use. These factors include drug use by peers, relationship with parents, expectations of parents, and self-esteem.

0190

**Factors that affect learning among minority youth a partial bibliography**  
*/James A. Vasquez.*

Vasquez, James A. Los Angeles : Evaluation, Dissemination and Assessment Center, California State University, Los Angeles, 1981. iii, 277 p. : 21 cm. (NAL Call No.: ICIU Z5814.M5V37).

**Abstract:** This bibliography of materials related to minority youth covers the years 1950 to 1979 and includes materials on values, family and socialization practices, self-concept, cooperation and competition as achievement factors, sex roles, role models, peer influences, teacher/student expectations, and instructional strategies. The chapter on cooperation and competition (p. 162-176) provides a good historical listing of materials, many of which have not been included in this annotated bibliography because of the date of the research.

0191

**Families: diverse but enduring.**  
JHOEA. Nickols, S.Y. Washington, D.C. : American Home Economics Association. Journal of home economics. Fall 1988. v. 80 (3). p. 49-58. Includes references. (NAL Call No.: DNAL 321.8 J82).

The main purpose of this 1988 commemorative lecture is to reaffirm the commitment of the home economics profession to the family. To meet this purpose, three major topics are addressed: recent trends contributing to greater diversity in family life, expectations and values regarding the family, and professional developments needed so that home economics can fulfill its family advocacy mission. Interesting subtopics like family as a social institution, family income distribution, median family income of families headed by women, and the employment opportunities and wage levels of young black men are dealt with.

0192

**The family and hierarchy.**

UMFAA6. Nock, S.L. St. Paul, Minn. : National Council on Family Relations. Journal of marriage and the family. Nov 1988. v. 50 (4). p. 957-966. Includes references. (NAL Call No.: DNAL HQ1.J86).

As adults, children from single-parent families have less success in school, lower earnings, and lower occupational prestige than children reared in intact, two-parent families. An abundant literature supports such a claim even when controls are introduced for such things as the income of the single parent, the educational attainment of the single parent, years spent in a single-parent family, the age at which the disruption of the child's family occurred (in the case of divorce or separation), the type of single-parent family (divorced/never-married parent), the child's race, and a host of other, seemingly important background factors. Still, the attainment deficits persist. In this article an explanation for part of this deficit is advanced. It is proposed that one reason why children of one-parent families achieve less as adults is that they lack exposure to hierarchical models of authority relations in their families. The family serves as a prototype of all authority relationships. By virtue of living in nonhierarchical families, children from single-parent households are handicapped in their ability to function in institutions that are fundamentally hierarchical, namely, education, the economy, and occupations.

0193

**The family as a looking glass: interpreting family influences on adolescent self-esteem from a symbolic interaction perspective.**

Margolin, L. ; Blyth, D.A.~Carbone, D. Tucson, Ariz. : The Journal. The Journal of early adolescence. Fall 1988. v. 8 (3). p. 211-224. Includes references. (NAL Call No.: DNAL HQ796.J62).

This study examined why investigations into the family influences on adolescent self-esteem have either not used data from parents, or, when such data was used, have found very weak correlations. Given symbolic interactionism's postulate that individuals learn who they are by observing how significant others respond to them, it was hypothesized that parents' global appraisals of their adolescents' competency would improve the explanatory power of such models. In a sample of seventh and ninth graders, and their mothers, comparisons were made between the effects of parents' global appraisals and family members' reports of the kinds of interaction they shared (e.g., reports of attachment, family participation, intimacy, and authoritarian control). On the basis of bivariate analysis, it was found that mothers' global appraisals of the early adolescents' competency was a better predictor of adolescent self-esteem than the family interaction measures. Then, using hierarchical regression, it was found that the addition of mothers' global appraisals substantially improved the explanatory power of self-esteem models which relied on family members' perceptions of interaction.

0194

**Family environment and its relationship to underachievement.**

Wood, J. ; Chapin, K.~Hannah, M.E. San Diego, Calif. : Libra Publishers. Adolescence. Summer 1988. v. 23 (90). p. 283-290. Includes references. (NAL Call No.: DNAL HQ793.A44).

This study explores the role of the child's perception of his or her family environment and its relationship to underachievement. Normal ability underachievers and a matched group of achievers were administered the Family Environment Scale. Four variables were found to distinguish between achievers and underachievers: moral-religious emphasis, achievement orientation, cohesiveness within the family, and an emphasis on acting autonomously.

0195

**Family environments and self-consciousness in early adolescence.**

Yee, D.K. ; Flanagan, C. Tucson : The Journal. The Journal of early adolescence. Spring 1985. v. 5 (1). p. 59-68. Includes references. (NAL Call No.: DNAL HQ796.J62).

Modified versions of Epstein and McPartland's Family Decision-Making Scale were administered to upper elementary and junior high school children to assess their perceptions of the degree to which the child shares power and authority with parents and the degree to which the child participates in making decisions at home. Support was found for the hypothesis that parent-child authority relationships are systematically related to children's self-consciousness in various spheres of experience. Children from highly Authoritarian families reported greater self-consciousness in the math classroom, amongst peers, and in sports settings; they also reported a greater overall tendency to avoid situations in which the self was salient. In contrast children from families offering opportunities for self-direction reported an opposite pattern. The authors conclude that parent-child authority structures are systematically related to children's self-assessment.

0196

**Family factors, self-esteem, and adolescent depression.**

JMFAA6. Robertson, J.F. ; Simons, R.L. St. Paul, Minn. : National Council on Family Relations. Journal of marriage and the family. Feb 1989. v. 51 (1). p. 125-138. Includes references. (NAL Call No.: DNAL HQ1.J86).

Developed on the basis of the literature on adult depression, a model of adolescent depression was tested with a sample of 300 adolescents, over half of whom had contact with a substance abuse program. The respondents were interviewed at two points in time, with approximately one year intervening between the contacts. In findings consistent with the model, perceived parental rejection was the only family factor associated with depressive symptoms once controls were introduced.

Perceived parental rejection showed both a direct effect and an indirect effect through self-esteem. Self-esteem displayed a strong concurrent association with depression but, contrary to expectation, did not predict subsequent levels of depression once initial levels of depression were controlled. The discussion section develops the idea that perceptions of self-worth tend to be variable over time for some people, with dramatic reductions in self-esteem causing depressive symptoms. A propensity to blame oneself for negative elements is posited as the cause of vulnerable self-esteem. It is suggested that this self-blaming attributional style develops in response to a perceived family environment of excessive parental criticism, shaming, belittling, and the like.

0197

**Family functioning and identity status in adolescence.**

Bosma, H.A. ; Gerrits, R.S. Tucson : The Journal. The Journal of early adolescence. Spring 1985. v. 5 (1). p. 69-80. Includes references. (NAL Call No.: DNAL HQ796.J62).

In this study the relationship between aspects of family functioning and the achievement of identity in adolescence is investigated. Three family interaction variables, namely, adolescent autonomy, parental attitudes towards adolescent autonomy, and percentage of speaking time of each family member are derived from observation of 27 families (parent and adolescent child) in a problem solving task and related to the adolescent identity status. Identity status is separated scored for six content areas. Psychometric analyses show that the scores of the six areas can be combined into one overall status. In general the findings indicated that identity status is related to the family interaction variables. In the discussion attention is paid to the usefulness of psychometric procedures in scoring the identity status interview.

0198

**Family influences on sexual attitudes and knowledge as reported by college students.**

Sanders, G.F. ; Mullis, R.L. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1988. v. 23 (92). p. 837-846. Includes references. (NAL Call No.: DNAL HQ793.A44).

The influence of family variables on the sexual attitudes and knowledge of 65 college students was investigated. Parents were rated highest in terms of influence on sexual opinions, beliefs, and attitudes, but were rated lower than friends, schools, and books as sources of information. Specific family strengths as perceived by the students were related to amount of parental influence, parents' past reaction to sex education, and sexual permissiveness of parents. Sexual knowledge was not related to any of the family variables.

0199

**Family life extension in the twenty-first century: program, operational, and identity challenges.**  
JHOEA. Coleman, M. ; Barranti, C. Washington, D.C. : American Home Economics Association. Journal of home economics. Winter 1988. v. 80 (4). p. 11-16. Includes references. (NAL Call No.: DNAL 321.8 J82).

This article examines a variety of programming and operational challenges that face Family Life Extension during its transition into the twenty-first century. A total of 120 questionnaires were mailed to Family Life Specialists across the United States. The results indicate that the majority of specialists viewed programming content and operational policies as the most challenging issues facing Family Life Extension in the twenty-first century. Steps that should be taken to ensure the survival of the Cooperative Extension Service and Family Life Extension are provided.

0200

**Family members as third parties in dyadic family conflict: strategies, alliances, and outcomes.**

CHDEAW. Vuchinich, S. ; Emery, R.E. ~Cassidy, J. Chicago, Ill. : University of Chicago Press. Child development. Oct 1988. v. 59 (5). p. 1293-1302. Includes references. (NAL Call No.: DNAL RU1.C3).

Systems theorists have argued that triads rather than dyads need to be considered as a basic interaction unit, particularly in regard to episodes of conflict. While theoretically appealing, the description of the strategies used and alliances formed when third parties intervene in dyadic conflict presents a number of conceptual and empirical challenges. In the present report, a reliable system for coding such third-party participation in verbal conflicts is described and is used to analyze routine family conflicts that were observed during dinner. A number of specific findings of interest are reported including that girls were more likely than boys to intervene in all family disputes except marital conflicts, that mothers and fathers rarely sided against each other when intervening as third parties, and that the third-party strategies most commonly used corresponded with family roles: fathers used authority strategies, mothers used mediational tactics, and children used distraction. Of greater importance, however, are the general findings that document the influence of third parties on dyadic conflict. Additional family members frequently joined dyadic family conflicts, they were about equally likely to attempt to end or to continue the conflict, they formed alliances about half of the time, and their intervention strategies were related to the outcome of the conflict as well as its patterning.

0201

**The family-school relation and the child's school performance.**  
CHDEAW. Stevenson, D.L. ; Baker, D.P. Chicago, Ill. : University of Chicago Press. Child development. Oct 1987. v. 58 (5). p. 1348-1357. Includes references. (NAL Call No.: DNAL RU1.C3). Using a nationally representative sample of American households, we examine the relation between parental involvement in schooling and the child's school performance. With a sample of 179 children, parents, and teachers, we investigate 3 hypotheses: (1) the higher the educational status of the mother the greater the degree of parental involvement in the school activities; (2) the younger the age of the child the greater the degree of parental involvement; (3) children of parents who are more involved in school activities do better in school than children with parents who are less involved. In an analysis of cross-sectional data, we discover support for the three hypotheses. The educational status of the mother is related to the degree of parental involvement in schooling, so that parents with more education are more involved. Parental involvement is related to the child's school performance. Also, parents are more involved in school activities if the child is younger. The mother's educational level and the age of the child are stronger predictors of parental involvement in schooling for boys than for girls. We do not, however, find a direct effect of maternal educational status on school performance independent of parental involvement in school activities. We discuss these findings in light of the relation between families and schools.

0202

**Family structure and conflict: nest-leaving expectations of young adults and their parents.**  
JUMFAA6. Goldscheider, F.K. ; Goldscheider, C. St. Paul, Minn. : National Council on Family Relations. Journal of marriage and the family. Feb 1989. v. 51 (1). p. 87-97. Includes references. (NAL Call No.: DNAL HQ1.J86). Whether unmarried children should continue to live with their parents until marriage or should move out and establish an independent residence beforehand is a family decision that involves both the child and the parents, reflecting and affecting the relationships between the generations. In this article, we explore the expectations of parents about the sequence of marriage and nest-leaving for their children and consider how the factors influencing parents' expectations resemble those that shape their children's. We examine intergenerational differences in expectations and ask: how does variation in family structure, particularly membership in one-parent and step-parent families, influence the expectations of parents and children about premarital

residential independence (PRI)? Using data from students in the High School and Beyond (HSB) senior cohort, together with their parents, we show that young adults are more likely than their parents to expect PRI, in two-parent as well as in one-parent and stepparent families. The effects of family structure operate through different pathways, however. Stepparent families lead to greater expectation of PRI because children are expected to establish an independent residence at an early age and to marry at a normal age, a pattern reflecting the low intergenerational closeness experienced in families in which stepparents and stepchildren must relate to each other in the same household.

0203

**Fathers and their children conflict over work on the farm /Peggy S. Draughn ... et al. .**  
; Draughn, Peggy S. S.l. : s.n., 1987? . Running title: Farm father-child conflict. 15 leaves ; 28 cm. Bibliography: leaves 12-13. (NAL Call No.: DNAL HD4904.25.F33). Abstract: This study examines the relationship between the apparent success of farm fathers in the socializer role and perceived conflicts over work. Data were collected by mail survey from 124 men employed in farm work. This study concludes that if a father perceives himself as successful in the socializer role with his children, he will have less conflict with his children about work. Age and education of the father and his income do not contribute significantly to father-child conflict about work, but there is some indication that age of children might be related.

0204

**The father's role in sexual socialization of adolescent females in an upper and upper-middle class population.**

Hepburn, E.H. Tucson : The Journal. The Journal of early adolescence. Spring 1981. v. 1 (1). p. 53-59. Includes references. (NAL Call No.: DNAL HQ796.J62).

Because fathers have been found to be minimally involved in the transmission of sex information to their daughters, the role of the father in sexual socialization has not been systematically investigated. Forty-eight sets of parents and their teenage daughters were interviewed concerning the transmission of sex information to their teenage daughters. Fathers in this sample were found to be successful in communicating sexual attitudes and values through impersonal, oblique discussion of sociosexual issues and the behavior of other people.

0205

**Fear of failure, fear of evaluation, perceived competence, and self-esteem in competitive-trait-anxious children.**  
Passer, M.W. Champaign, Ill. : Human Kinetics Publishers. Journal of sport

psychology. This publication is not owned by the National Agricultural Library. 1983. v. 5. p. 172-188. Includes references. (NAL Call No.: DNAL A00016).

This research article examines both high and low competitive-trait-anxious children to determine if fear of failure, fear of evaluation, and perceived competence and self-esteem provide the greatest anxiety in competition. 136 male soccer players, prior to the beginning of the season were given questionnaires to determine their level of competitive-trait-anxiety. The greatest threats to high competitive-trait-anxious boys are the fear of failure and fear of evaluation, which supports the hypothesis. However, the competitive-trait-anxious boys felt their abilities were equal to the low anxiety boys.

0206

**Feedback and self-concept in high school students.**

Street, S. San Diego, Calif. : Libra Publishers. Adolescence. Summer 1988. v. 23 (90). p. 449-456. Includes references. (NAL Call No.: DNAL HQ793.A44).

This study examined the relationship between self-concept and feedback in high school seniors. Students evaluated themselves on ten traits, and were asked to then have five significant others evaluate them on the same ten traits. After reviewing their average feedback scores, students again evaluated themselves. Results indicated a strong relationship between feedback and self-concept for all traits, with none indicating a stronger relationship than any other.

0207

**Female adolescents' ego development: Age comparisons and childrearing perceptions.**

Adams, G.R. ; Jones, R. Tucson : The Journal. The Journal of early adolescence. Winter 1981. v. 1 (4). p. 423-426. Includes references. (NAL Call No.: DNAL HQ796.J62).

This study was designed to examine the relationship between perceptions of parental socialization styles and ego development in female high school students. Previous research has provided evidence that age is a mediating variable related to ego development, a second goal was to replicate these findings. A total of 137, 15-18 year old females responded to a child rearing perceptions scale and an ego development instrument. A discriminant analysis revealed that female ego development is facilitated when subjects perceive maternal allowance of freedom and independence, paternal approval and praise, and minimal paternal control and regulation. The analysis revealed a nonsignificant increase in ego development with corresponding age increments. Collectively, these data suggest that ego development is mediated by age and perceived child rearing

experience.

0208

**Fertility patterns: their relationships to child physical abuse and child neglect.**

JMFAA6. Zuravin, S.J. St. Paul, Minn. : National Council on Family Relations. Journal of marriage and the family. Literature review. Nov 1988. v. 50 (4). p. 983-993. Includes references. (NAL Call No.: DNAL HQ1.J86).

Even though family planning is frequently mentioned as an important strategy for preventing child maltreatment, the fertility patterns of abusing and neglecting families have attracted little research attention. This study focuses on filling some gaps in existing knowledge by separately examining relationships between two types of maltreatment, physical abuse and neglect, and five fertility patterns--family size, family spacing, mother's age at first birth, number of sires, and family planning status of children. The data were collected during personal interviews with 518 urban, single parents who were recipients of Aid to Families of Dependent Children (AFDC). The 237 maltreating mothers were selected from families receiving child protective services. Findings from multivariate analyses suggest three overall conclusions: (a) both types of maltreatment are associated with fertility patterns independent of demographic characteristics; (b) neglect appears to be more strongly associated with the fertility variables than abuse; and (c) the two types of maltreatment display both similarities and differences relative to their relationships with the patterns. Implications for existing knowledge as well as recommendations for further research are discussed.

0209

**Fifty years of family demography: a record of social change.**

JMFAA6. Glick, P.C. St. Paul, Minn. : National Council on Family Relations. Journal of marriage and the family. Nov 1988. v. 50 (4). p. 861-873. Includes references. (NAL Call No.: DNAL HQ1.J86).

Written in honor of the 50th anniversary of the Journal of Marriage and the Family, this essay tells how family demography developed in the United States and then summarizes findings from selected research projects on the subject since 1940. Early studies examined the family life cycle, historical family trends, religious and racial intermarriage, socioeconomic status and family stability, and the marriage squeeze. Later analyses dealt with international trends in marriage, health of the married and unmarried, cohabitation outside marriage, one-parent families, and living alone. Still more recent investigations included gender preferences in children, marital stability and sex of children, no fault divorce, divorce among children of divorce, projections of marital

status, remarriage, marital homogamy, Stepfamilies, and some consequences of recent changes in American family demographics.

0210

**Fighting invisible tigers a stress management guide for teens /Earl Hipp ; edited by Pamela Espeland ; illustrated by Troy Acker.**

Hipp, Earl, 1944-. ; Espeland, Pamela,; 1951-. Minneapolis, MN : Free Spirit Pub., c1985. Includes index. 119 p. : ill. ; 23 cm. (NAL Call No.: DNAL HQ796.H44).

Abstract: This book for teenagers about stress is intended to provide a guide to life under demanding conditions in order to become the best person possible. Topics discussed by this "mini-course" include: understanding physical and emotional responses to stress, healthy and unhealthy ways of dealing with stress, recognizing the difference between coping and stress management, formulating a measure of success, self-confidence and self-esteem, making and keeping good friends, expressing anger in a positive way, and striking a balance between the things that make for successful living.

0211

**Foods of the Pacific Northwest: project 1--leader's guide.**

Wood, M.L. Corvallis, Or. : The Service. PNW - Pacific Northwest Extension Publication, Washington, Oregon, and Idaho State Universities, Cooperative Extension Service. Nov 1988. (334). 16 p. (NAL Call No.: DNAL 275.29 W27PN). This is a food and nutrition curriculum developed by a tri-state committee focusing on foods familiar to youth in the Pacific Northwest. The curriculum includes members manuals advanced levels, plus an enrichment guide for members. Curriculum materials follow the guidelines developed by the National 4-H Food and Nutrition Developmental Committee. Each level is designed with a specific age group in mind but the overall goal is life-skill development, i.e. to build a positive self-image, learn new skills and reach a goal. Units in each level include information about the food featured, food preparation, safety, management (preparation, serving, cleanup), storage, consumerism, nutrition and health, a food activity and a self evaluation. The Enrichment Guide is optional, but is designed to help members learn about food/nutrition topics at their own pace through activities of their own choosing.

0212

**Foods of the Pacific Northwest: project 1--member's manual.**

Swanson, M. ; Wood, M.L. Corvallis, Or. : The Service. PNW - Pacific Northwest Extension Publication, Washington, Oregon, and Idaho State Universities, Cooperative Extension Service. Dec 1988. (333). 54 p. ill., maps. (NAL Call No.: DNAL 275.29 W27PN).

This is a food and nutrition curriculum developed by a tri-state committee

focusing on foods familiar to youth in the Pacific Northwest. The curriculum includes member manuals advanced levels, plus an enrichment guide for members. Curriculum materials follow the guidelines developed by the National 4-H Food and Nutrition Developmental Committee. Each level is designed with a specific age group in mind but the overall goal is life-skill development, i.e. to build a positive self-image, learn new skills, and reach a goal. Units in each level include information about the food featured, food preparation, safety, management (preparation, serving, cleanup), storage, consumerism, nutrition and health, a food activity and a self evaluation. The Enrichment Guide is optional, but is designed to help members learn about food/nutrition topics at their own pace through activities of their own choosing.

0213

**Foods of the Pacific Northwest: project 2--member manual.**

Hillers, V. Corvallis, Or. : The Service. PNW - Pacific Northwest Extension Publication, Washington, Oregon, and Idaho State Universities, Cooperative Extension Service. Dec 1988. (335). 36 p. Includes references. (NAL Call No.: DNAL 275.29 W27PN).

This is a food and nutrition curriculum developed by a tri-state committee focusing on foods familiar to youth in the Pacific Northwest. The curriculum includes member manuals advanced levels, plus an enrichment guide for members. Curriculum materials follow the guidelines developed by the National 4-H Food and Nutrition Developmental Committee. Each level is designed with a specific age group in mind but the overall goal is life-skill development, i.e. to build a positive self-image, learn new skills, and reach a goal. Units in each level include information about the food featured, food preparation, safety, management (preparation, serving, cleanup), storage, consumerism, nutrition and health, a food activity and a self evaluation. The Enrichment Guide is optional, but is designed to help members learn about food/nutrition topics at their own pace through activities of their own choosing.

0214

**Foods of the Pacific Northwest, project 2: Leader guide.**

Hillers, V. ; Hiller, J. Corvallis, Or. : The Service. PNW - Pacific Northwest Extension Publication, Washington, Oregon, and Idaho State Universities, Cooperative Extension Service. Dec 1988. (336). 32 p. ill. (NAL Call No.: DNAL 275.29 W27PN).

This is a food and nutrition curriculum developed by a tri-state committee focusing on foods familiar to youth in the Pacific Northwest. The curriculum includes member manuals advanced levels, plus an enrichment guide for members. Curriculum materials follow the guidelines developed by the National 4-H

Food and Nutrition Developmental Committee. Each level is designed with a specific age group in mind but the overall goal is life-skill development, i.e. to build a positive self-image, learn new skills, and reach a goal. Units in each level include information about the food featured, food preparation, safety, management (preparation, serving, cleanup), storage, consumerism, nutrition and health, a food activity and a self evaluation. The Enrichment Guide is optional, but is designed to help members learn about food/nutrition topics at their own pace through activities of their own choosing.

0215

**For the health of itN. Johnson, D. Johnson, S. Query.**

Johnson, N. ; Johnson, D.~Query, S. Stacy, MN : Spectra Photo/Audio, 1988 . Presented at the 1988 National Association of Extension 4-H Agents 42nd Annual Conference, Nov. 6-10, 1988, Minneapolis, MN.~ "317-T35." . 1 sound cassette (ca. 90 min.). (NAL Call No.: DNAL Audiocassette no.117).

Abstract: This program represents a cooperative venture of the Minnesota Extension Service of Clay County, North Dakota Extension Service of Cass County, American Lung Association, March of Dimes and all the schools in Cass and Clay Counties. The conference was created to emphasize the importance of establishing and maintaining healthy lifestyles in the adolescent population. Activities were designed to increase teen's awareness of the positive choices they can make for their own health and to help them learn coping skills for problems they or their peers may be facing. It was also designed to encourage community-wide action in the area of youth health, and to provide support to communities interested in developing activities to help youth make positive choices. Approximately 500 senior high students from Clay and Cass counties had the opportunity to attend workshops that promoted healthy lifestyles and participated in exhibits from local health organizations.~ In addition, video taping and educational materials were designed to be used in the schools for future exploration of the topics covered. This seminar will share the information needed to plan this type of cooperative effort along with budget needs, etc. Video-tapes and materials will be on hand to view.

0216

**Forces of change.**

Kellogg, J.B. Bloomington, Ind. : The Journal. Phi Delta Kappan. Nov 1988. v. 70 (3). p. 199-204. ill. Includes references. (NAL Call No.: DNAL LU121.P4P4).

A history of immigration is discussed including countries of origin, major U.S. locations for settlement, and theories for immigrating to the United States. The author discusses the characteristics of recent immigrants including age, birth rates, knowledge of

the English language, and educational levels. He compares these and other characteristics with statistics of earlier immigrants. The impact of immigration on the schools, and educators is a major concern. In the 15 largest school systems, 70-96% of students are minorities. The U.S. Census Bureau estimates that between 2.1 million and 2.7 million immigrants in the U.S. are of school age.

0217

**The forgotten halfpathways to success for America's youth and young families : final report.**

Washington, D.C. (1001 Connecticut Ave., N.W. Suite 301, Washington 20036-5541) : Youth and America's Future, William T. Grant Foundation Commission on Work, Family and Citizenship, 1988. "November 1988."~ Accompanied by: Summary of final report (32 p. ; 23 x 10 cm.). 202 p. : ill. ; 28 cm. Includes bibliographical references (p. 153-168). (NAL Call No.: DNAL HQ799.7.W5).

Abstract: This report concludes the study of the Forgotten Half -the approximately 20 million 16 to 24-year-olds who are unlikely to attend college and will miss out on the privileges accorded to the college-educated. Report commendations focus on four major strategies: (1) to enhance the quality of youth-adult relationships, both in and out of the family; (2) to expand community supports, with an emphasis on youth services and youth leadership activities, to help integrate all young people into their communities and the nation; (3) to extend and improve current opportunities for more non-college-bound youth; and (4) to take a long stride toward more equitable youth education and training policies with a proposed new Fair Change: Youth Opportunities Demonstration Act. A chapter suggests methods for youth organizations to be more effective meeting the needs of these youth. The resource directory, appendix and publications list suggest many sources of youth development information.

0218

**Four-H organizational leaders the association between task performance and support received /by Donald R. Hammatt.**

Hammatt, Donald R.. 1942-. 1985. Thesis (Ph. D.)--Louisiana State University, Baton Rouge, 1985. Typescript (photocopy)~ Vita. viii, 98 leaves : forms ; 29 cm. Bibliography: leaves 84-88. (NAL Call No.: DNAL S533.F66H242).

Abstract: The objective of the study was to discover if there were relationships between task performance of the 4-H organizational leader and concern shown by the Extension agent as well as other selected independent variables. More specifically, an attempt was made to determine if one area of concern was more important than another. The research consisted of a survey instrument sent to a sample of 312 of the 1,560 4-H organizational leaders

throughout the state of Louisiana; seventy-seven percent of the schedules were returned. Eight hypotheses were tested and the following statistical tests were used to analyze the data: correlation, chi-square, analysis of variance, and regression analysis. The findings of the study strongly indicate that 4-H organizational leaders will respond to Extension agents showing greater concern and support by performing more of the tasks necessary for boys and girls to get maximum benefit from the 4-H program.

0219

**Friendship bonds in adolescence.**

Tedesco, L.A. ; Gaier, E.L. San Diego, Calif. : Libra Publishers. *Adolescence*. Spring 1988. v. 23 (89). p. 127-136. Includes references. (NAL Call No.: DNAL HQ793.A44).

To assess the major motifs of interpersonal relations, achievement, and physical development influencing friendship formations, 204 adolescents at three grade levels responded to an open-ended questionnaire concerning friendship values. While the interpersonal category was salient at all grade levels for both boys and girls, it increased with time. A corresponding decrease for the achievement and physical attributes categories also emerged. Thus, friendship formations suggest a developmental trend in terms of selection, exhibiting the highest fluctuation by late adolescence.

0220

**From a raised eyebrow to a turned back: the FCC and children's product-related programming.**

Kunkel, D. New York, N.Y. : Oxford University Press. *Journal of communication*. Autumn 1988. v. 38 (4). p. 90-108. ill. Includes references. (NAL Call No.: DNAL P87.J68).

"Program-length commercials" have gained both praise and criticism. The main purpose of these television programs is to sell products, usually toys, through the characters and themes in the show. A "program-length commercial" differs from a traditional television program. Toys and products related to the "program-length commercial" are either already on the market or they are marketed simultaneously with the show. Toys and products related to a traditional program are usually developed after the show proves successful. The author discusses how changes in the broadcasting industry, the toy industry's aggressive marketing techniques, and FCC deregulation, among other factors, have paved the way for these commercials. The pros and cons of the concept are analyzed.

0221

**Future time perspective: adolescents' predictions of their interpersonal lives in the future.**

Blinn, L.M. ; Pike, G. San Diego, Calif. : Libra Publishers. *Adolescence*. Summer 1989. v. 24 (94). p. 289-301. Includes

references. (NAL Call No.: DNAL HQ793.A44).

This study investigated adolescent future time perspective. The interpersonal subscale of the Future Likelihood Inventory was administered to a sample of adolescents aged 15 to 20 years. Based on the results of this study of interpersonal life projections, it appears that adolescents do not perceive divorce in their future. However, periods of singlehood, widowhood, and nuclear family life are perceived as extremely likely, particularly among female adolescents. Differences in future time perspective were revealed for gender but not age.

0222

**Gender differences in identity development: issues of process, domain and timing.**

Archer, S.L. London : Academic Press. *Journal of adolescence*. June 1989. v. 12 (2). p. 117-138. Includes references. (NAL Call No.: DNAL RU499.A1J57).

Adolescence has been designated as the first time in one's life span when the identity concerns of developing one's values, beliefs, and goals become salient (Erikson, 1968). Theorists and empiricists have suggested that males and females may address the identity task differently. In three separate studies conducted with early to late adolescents, gender comparisons were made regarding: (1) the process by which their identities are formed; (2) the domains in which they might define themselves; and (3) the time in which this task might be initiated. It was found that both genders used the identity statuses (process) comparably, except for foreclosure which characterized males significantly more than females. Both genders used the identity process similarly in the domains of vocational choice, religious beliefs, and sex-role orientation. Males were significantly more likely to be foreclosed and females, diffuse, in the area of political ideology. Females were significantly more likely to be in moratorium or identity achieved with regard to family roles. In two of the three studies, no timing differences were found. The findings from a third study may reflect a greater complexity of the identity task for some female high school seniors as they confront intrapersonal and interpersonal goals simultaneously.

0223

**Gender differences in socialization through television to occupational roles: an exploratory approach.**

Jeffries-Fox, S. ; Jeffries-Fox, B. Tucson : The Journal. *The Journal of early adolescence*. Fall 1981. v. 1 (3). p. 293-302. Includes references. (NAL Call No.: DNAL HQ796.J62).

This article presents a methodology for investigating the interaction of sex-role socialization and young people's learning from television about occupational roles. Content analytic techniques were applied to transcribed

responses to open-ended questions. The specific research question is whether "lessons" concerning the world of work that males and females are taught in daily life influence what they learn from television about occupations. It was found that television viewing appears to make a limited contribution to young people's images of work roles, and that sex-role socialization mediates occupational role information learned through television.

0224

**General self-esteem of adolescents from ethnic minorities in the Netherlands and the reflected appraisal process.**

Verkuyten, M. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1988. v. 23 (92). p. 863-871. Includes references. (NAL Call No.: DNAL HQ793.A44).

This article examines the question of how the lack of differences in general self-esteem between adolescents of ethnic minorities and Dutch adolescents can be explained. Attention is focused on the reflected appraisal process. It was found that for adolescents of ethnic minorities there is a significant relationship between general self-esteem and the perceived evaluation of family members, and no such relationship with nonfamily members. For the Dutch adolescents the findings are the opposite, which may explain why adolescents of ethnic minorities in general do not have lower general self-esteem, despite low status, prejudice, and discrimination.

0225

**The global world--a domain for development in adolescence?**

Solantaus, T. London : Academic Press. Journal of adolescence. Mar 1989. v. 12 (1). p. 27-40. Includes references. (NAL Call No.: DNAL RJ499.A1J57).

Two case studies are presented for the purpose of providing material for theoretical discussion on the development of adolescents in the nuclear age. The two cases originate from a study of 15 girls who were followed from the age of 15-16 to 17-18. Both cases showed an initial concern about nuclear war in earlier adolescence, but their subsequent development proceeded in opposite directions. The first case demonstrates how privatization and turning away from global issues might develop in one's mind and way of life. The second case demonstrates widening interests and activities in the global domain. The cases are analysed using the Vygotskian concepts of internalization and the zone of proximal development. It is suggested that the development of mass media has created a new zone of proximal development in adolescence, the global domain. It is suggested further that an integrated world view is a developmental potential inherent in the global domain.

0226

**The Growing child in competitive sport /edited by Geof Gleeson.**

; Gleeson, G. R. 1927-. London : Hodder and Stoughton, 1986. x, 262 p. : ill. ; 24 cm. Includes bibliographies and index. (NAL Call No.: DLC GV709.2UK GV709.2).

**Abstract:** A collection of essays about the various aspects of children and sports. The essays range from training the child athlete to expectations of achievement. Of particular interest are the chapters on stress and expectations and values. The concepts and ideas presented here can be adapted to many other activities not just sports. Although this is primarily a British perspective on competition and children, the concern for children in athletic competition is world-wide and this book consolidates the recent research into one small book.

0227

**Growing up American contemporary children and their society /Joan Costello and Phyllis La Farge.**

Costello, Joan. ; La Farge, Phyllis. Cambridge, MA : Schenkman Pub. Co., 1987. Includes indexes. xvi, 190 p. ; 21 cm. Bibliography: p. 175-183. (NAL Call No.: DNAL HQ769.C7).

**Abstract:** This book examines the way in which the contemporary American child becomes a member of society. It explores what children take in from their daily experience and suggests that when they are still very young their experiences begin to shape them mentally and emotionally. The shift in socialization influence from family, church and community to schools, social agencies and economic, governmental, knowledge-producing, and communications institutions is described.

0228

**Growing up poor /Terry M. Williams, William Kornblum.**

Williams, Terry M. 1948-. ; Kornblum, William. Lexington, Mass. : Lexington Books, c1985. xvi, 136 p. ; 24 cm. (NAL Call No.: DNAL HV1431.W5).

**Abstract:** This ethnographic study introduces the readers to teenagers trapped in poverty and shows how some succeed in the struggle to get out and how others finally give up trying. It is an outgrowth of interviews with 900 teens conducted from 1979 to 1981 in New York City, Cleveland, Louisville, and Meridian, Mississippi. The book examines the restricted "paths to maturity" that are open to them and describes their experiences with working and seeking work, achievements in school and athletics, family life, and the positive influences of their peers and adult mentors. It also details the negative choices that tend to make poverty a life sentence : prostitution and street hustles, pregnancy and early parenthood, gang membership and crime, drugs and withdrawal into despair.

0229

**Guide to accredited camps, 1989 edition.**  
Martinsville, Ind. : American Camping Association, 1989. "The official American Camping Association guide"--Cover.~ Cover title: 1989 Guide to accredited camps.~ Includes indexes. 284 p. : ill. ; 28 cm. (NAL Call No.: DNAL GV193.G8).

**Abstract:** This directory for camps provides complete listings and information for parents, campers, and job-seekers. The main listing of camps is organized by state. The directory also includes a camp activity chart which displays the activities available at each camp, a key to camps serving special clientele, a list of on-site directors and an alphabetical list of camps.

0230

**Handbook of juvenile delinquency /Herbert C. Quay, editor.**  
; Quay, Herbert C.; 1927-. New York : Wiley, c1987. "A Wiley-Interscience publication." xii, 480 p. ; 25 cm. Includes bibliographies and indexes. (NAL Call No.: DNAL HV9104.H3).

**Abstract:** This handbook provides a critical review of literature and the latest research and theory on juvenile delinquency. The authors examine psychological aspects of the juvenile delinquent condition, including epidemiology, psychological correlates, family contributions to delinquency, patterns of delinquent behavior; prediction, prevention, treatment, and research issues. This work is a valuable contribution to the literature on juvenile delinquency, offering an improved, scientific understanding for psychologists, sociologists, correctional and criminal professionals, and others who work with these young people.

0231

**Help for children hotlines, helplines, and other resources /Miriam J. Williams Wilson.**

Wilson, Miriam J. Williams. Shepherdstown, West Virginia : Rocky River Publishers, 1988, c 1987. 114 p. ; 23 cm. (NAL Call No.: DNAL HV741.W54 1988).

**Abstract:** HELP For Children is a text that provides hotlines, helplines, and other resources for parents, teachers, counselors, physicians, psychiatrists, psychologist, and social workers for the safety of children both at home and away. Divided into seven categories, the author provides resources for: child safety; drug and alcohol abuse; child abuse; incest; teen pregnancy; suicide; childhood diseases; the handicapped child; maternal, early child care; and non-crisis needs of children. A directory of clearinghouses, associations, and hotlines are provided.

0232

**Help me, I'm growing upunderstanding early adolescents.**

East Lansing, MI : 4-H Youth Programs, Cooperative Extension Service, Michigan State University, 1985? . VHS.~ "4-H 1455"--Workbook. 1 videocassette (27 min., 36 sec.) : sd., col. ; 1/2 in. + 1 workbook + 1 program guide. (NAL Call No.: DNAL Videocassette no.534).

**Abstract:** This program includes a videotape and a workbook and helps adults remember and feel what it's like to be a kid between the ages of 9 and 15. In the videotape, the specific topics covered in a talk show format are stress, peer pressure, adult-early adolescent communication, and the role of the future in early adolescent development. Short vignettes are also included to explore these topics. A videoguide that provides suggestions for using the video is also included. The workbook is designed to help adults gain an understanding of the changes in physical, thinking, social and emotional development that are critical to early adolescent development. These changes are discussed in the context of those outside-of-school settings that can promote the healthy development of early adolescents--the family, friends and outside-of-school activities. Exercises are included to help adults remember their experiences as early adolescents.

0233

**Helping adolescents in crisis: a case study.**

Hamilton-Obaid, B. San Diego, Calif. : Libra Publishers. Adolescence. Spring 1989. v. 24 (93). p. 59-63. Includes references. (NAL Call No.: DNAL HQ793.A44).

Suicide among adolescents is a major mental health problem in the United States. The most recent data on adolescent suicide indicate that approximately 5,170 of those between the ages of 15 and 20 took their lives. Several researchers asserted that in most cases something could have been done to prevent the actual suicide. The author developed five stages (suicidal signs, establishing rapport, making referral, constructive actions, and self-management) that may be used to help adolescents in distress. The five stages were used in a case study to demonstrate the roles played by their teacher, friend, and parents in helping an adolescent through a crisis.

0234

**Helping children from alcoholic families: approaches and caregivers.**

Washington, D.C. : Office of Human Development Services, Department of Health and Human Services. Children today. Jan/Feb 1986. v. 15 (1). p. 13-16. ill. Includes references. (NAL Call No.: DNAL HV701.C51).

This article examines different caregivers and various methods they can employ to help children of alcoholics. Three broad areas are identified: 1) the schools and the role played by teachers; 2) youth agencies and associations which

includes correctional halfway houses for runaways and youth with substance abuse problems, recreational associations in churches and communities; and 3) treatment settings which includes hospitals, private and public agencies. Caregivers in each of these categories range from teachers to social workers, youth workers, physicians, nurses, psychologists and alcoholism counselors.

0235

**High risk youth look at themselves**  
**Clyde F. Jackson.**

Jackson, Clyde F. Stacy, MN : Spectra Photo/Audio, 1988. Presented at the 1988 National Association of Extension 4-H Agents 42nd Annual Conference, Nov. 6-10, 1988, Minneapolis, MN. 1 sound cassette (ca. 90 min.). (NAL Call No.: DNAL Audiocassette no.122).

Abstract: In April, 1987, a survey was administered to the residents of a high risk neighborhood. The survey, was designed to collect data regarding the resident's perception of city services in the community. Five questions focused on youth issues. The issues were, amount of youth free time; whether programs for unsupervised and abused children are needed; and whether youth counseling programs were needed in the neighborhood. 94.8% of all respondents agreed that youth needed something to do with their free time. 85.5% of the survey participants agreed that programs designed to help with neglected or unsupervised children were needed. The Prince William 4-H Program received a \$16,000 grant to employ an hourly professional to further investigate the findings of the survey.~ As a result of the efforts of this employee, a Youth Council has been organized; an after school care program is in operation; and the Big Brothers/Big Sisters Organizations have been introduced into the community. This seminar will share information on the survey instrument; activities utilized in working with youth council; and experiences encountered by participants and salaried staff. People involvement approach and its applicability to programs of this nature will also be discussed.

0236

**Home environment and maternal alienation longitudinal effects on rural children's intellectual functioning : a cross-lagged analysis : research report**  
**/Robert H. Poresky.**

Poresky, Robert H. 1984. Cover title.~ "March 1984.". 6 leaves ; 28 cm. (NAL Call No.: DNAL BF723.M35P6).

Abstract: This study is part of a broader longitudinal study of the mental and social development of rural farm children in a midwestern state (N=62). The counties and families within counties were randomly selected to be representative of rural farm families with young children. The families all had lived on a farm of at least ten acres for at least five years and derived family income from farming or ranching. Children with obvious handicaps were excluded from the sample.

Three cohorts of rural children, beginning at 3, 6, and 9 years of age, were tracked longitudinally for three years.

0237

**How minorities continue to be excluded from equal employment opportunities: research on labor market and institutional barriers.**

JSISAF. Braddock, J.H. II. ; McPartland, J.M. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. 1987. v. 43 (1). p. 5-39. Includes references. (NAL Call No.: DNAL HM1.A3J65).

Barriers to equal occupational opportunities for minorities are examined at three stages of the employment process: the job candidate stage, the job entry stage, and the job promotion stage. Using the authors' recent survey of 4078 employers covering a nationally representative sample of jobs, four types of exclusionary barriers are investigated: "segregated networks" at the candidate stage, "information bias" and "statistical discrimination" at the entry stage, and "closed internal markets" at the promotion stage. Practical implications are drawn for equal employment opportunity policies directed toward occupational processes and employment outcomes.

0238

**How to help your teenager postpone sexual involvement /Marion Howard.**

Howard, Marion, 1936-. New York : Continuum, 1988. viii, 136 p. : ill. ; 22 cm. Includes bibliographical references. (NAL Call No.: DNAL HQ32.H6).

Abstract: This book informs parents about what they can do to help their children postpone sexual involvement. This publication provides the tools parents need to assist their teens and pre-teens cope with social and peer pressures that lead to early sexual involvement. It teaches parents how and when to set limits, and how to foster independent, responsible decisionmaking. The book presents to parents as well as relatives, teachers, and guidance counselors the principles and methods necessary to help young people develop the skills and abilities to resist becoming sexually involved until they are mature and can see the implications of such behavior on their future.

0239

**Human development from conception through adolescence /Kurt W. Fischer, Arlyne Lazerson.**

Fischer, Kurt W. ; Lazerson, Arlyne. New York : W.H. Freeman, c1984. Includes indexes. xix, 747 p. : ill. (some col.) ; 27 cm. Bibliography: p. 681 -721. (NAL Call No.: DNAL RJ131.F47).

0240

**Human development the span of life**  
*/George Kaluger, Meriem Fair Kaluger.*  
Kaluger, George. ; Kaluger, Meriem  
Fair, ; 1921-. Columbus, Ohio : Merrill,  
c1986. c1984. Includes indexes. xvii,  
644, 68 p. : ill. ; 25 cm.  
Bibliography: p. 1-18 (3rd group). (NAL  
Call No.: DNAL BF713.K3 1986).  
Abstract: This textbook provides  
introductory information on growth and  
development topics that are related to  
the study of life-span development. The  
information is presented in a  
chronological format -discussing the  
changes that can be expected at each  
life stage. The text has been used in  
human development and related courses in  
the fields of psychology, home and  
family life, home economics, the health  
services, social sciences and social  
work, teacher education, family studies  
and services, counseling, occupational  
therapy, and physical therapy. The first  
two chapters present principles and  
theories that establish a preliminary  
foundation from which life-span  
development can be examined. These  
principles are then applied to the  
various life stages from prenatal  
development to later adulthood.

0241

**Human sexuality values & choices : a  
guide for parents of young adolescents**  
*/a collaborative project of Search  
Institute and St. Paul Maternal and  
Infant Care Project ; contributing  
authors, John Forliti ... et al. .*  
: Forliti, John E. Minneapolis, Minn.  
(122 W. Franklin Ave., Minneapolis  
55404) : Search Institute, c1985. 48 p.  
: ill. ; 28 cm. (NAL Call No.: DNAL  
HQ57.H8).

Abstract: This curriculum guide helps  
parents talk to their teenagers about  
sex and sexuality. It gives parents  
basic facts about topics such as body  
changes, sexual attraction, and abuse.  
It also informs parents trust of  
teenagers and helping them through  
adolescence. Suggestions for  
parent-child conversations on  
sex-related behavior are provided.  
Diagrams of male and female bodies and  
reproductive organs are included.

0242

**Humanistic psychology as ideology: an  
analysis of Maslow's contradictions.**  
Shaw, R. ; Colimore, K. Beverly Hills,  
Calif. : Sage Publications. Journal of  
humanistic psychology. Literature  
review. Summer 1988. v. 28 (3). p.  
51-74. Includes references. (NAL Call  
No.: DNAL BF1.J682).

This essay stresses the importance of  
viewing psychological theories in terms  
of the socioeconomic environment in  
which they exist. Specifically, we  
examine the relationship between the  
humanistic psychology of Abraham Maslow  
and the economic practices of American  
society. We find that Maslow's  
contradictions--the most significant  
being that his work contains both  
democratic and elitist worldviews--are  
understandable when viewed as

expressions of capitalistic ideology.

0243

**Identifying & combating juvenile  
prostitution a manual for action /Marcia  
I. Cohen ; illustrations by Rick Martin.**  
Cohen, Marcia I. Washington, D.C. :  
National Association of Counties  
Research ; Tulsa, Okla. : National  
Resource Center for Youth Services,  
c1987. vii, 80 p. : ill. ; 28 cm.  
Bibliography: p. 57-59. (NAL Call No.:  
DNAL HQ314.C6).

Abstract: The purpose of this manual is  
to help communities get started in  
tackling the problem of juvenile  
prostitution. The report defines the  
problem of juvenile prostitution and  
develops guidelines with objectives for  
communities who wish to do a needs  
assessment on juvenile prostitution.  
Another section of the manual details a  
number of successful programs that have  
been implemented to help juvenile  
prostitutes and homeless youth. A  
section on planning and implementing  
programs designed to assist youth at  
risk details the steps a community needs  
to take in order to establish effective  
prostitution intervention strategies.

0244

**Identity and family relations in early  
adolescence.**  
Newman, B.M. ; Murray, C.I. Tucson : The  
Journal. The Journal of early  
adolescence. Literature review. Winter  
1983. v. 3 (4). p. 293-303. Includes  
references. (NAL Call No.: DNAL  
HQ796.J62).

The focus of this paper is on elements  
of the family system that influence and  
are influenced by work on identity in  
early adolescence. The argument is made  
for the need to study the family from a  
bidirectional and systems perspective.  
Yet, studies on both the process of  
development and the content of  
adolescent and parental identity lack  
either approach. A consideration of the  
interactive and multiplicative effects  
of each parent-adolescent dyad, the  
marital relationship, and family rules  
on identity development of each family  
member is suggested. Family response to  
the child's efforts to express  
individuality is discussed and clarified  
through the specific case of the  
reciprocal influence of authority  
relations and individuation.

0245

**Identity in early adolescence: a  
developmental perspective.**  
Archer, S.L. ; Waterman, A.S. Tucson :  
The Journal. The Journal of early  
adolescence. Fall 1983. v. 3 (3). p.  
203-214. Includes references. (NAL Call  
No.: DNAL HQ796.J62).

Ego identity status definitions with  
examples are elaborated upon with  
particular reference to early  
adolescents. Patterns of potential  
identity status change for this age  
group are discussed within the context  
of Waterman's developmental mode. From  
the findings of seven separate studies  
employing the Ego Identity Status

Interview with samples ranging from the 6th grade to college entrance, it appears that a substantial majority of early and mid-adolescents are either identity diffuse or foreclosed. However, some instances of the moratorium and identity achievement statuses were found to occur even at the 6th level. In line with Erikson's developmental moratoriums increased while the frequency of foreclosures and diffusions decreased. The use of age appropriate scoring criteria for studying identity formation is discussed.

0246

**Identity status and personal construct systems.**

Berzonsky, M.D. ; Neimeyer, G.J. London : Academic Press. Journal of adolescence. Sept 1988. v. 11 (3). p. 195-204. Includes references. (NAL Call No.: DNAL RJ499.A1J57).

The relationship between identity status and the structural features of an individual's personal construct system or self-theory was investigated. Personal constructs relevant to 10 contemporaneous roles (myself as a friend, student, son/daughter, and so on) were elicited from 75 late adolescents who also completed an identity-status measure. Correlational analyses between identity-status scores and structural features of the self-system revealed a theoretically interpretable pattern of interrelationships. The implications of these findings for future research is considered.

0247

**The image of the 4-H professional/profession as perceived by selected cooperative extension service professionals in the United States / by Gary Wayne Gerhard.**

Gerhard, Gary Wayne, 1953-. c1985. Thesis (M.A.)--New Mexico State University, 1985. Typescript (photocopy)-- Vita. xviii, 150 leaves : forms ; 28 cm. Bibliography: leaves 117-119. (NAL Call No.: DNAL S533.F66G46).

Abstract: The major purpose of the study is to describe the current status of the image of the 4-H professional/profession as perceived by Cooperative Extension Service (CES) professionals in the United States. The instrument consisting of a Likert-type image scale and reflective scale, was submitted to a random, stratified sample of Extension professionals representing all states and the District of Columbia. The mean values for the image variables were positive. The 4-H professional is perceived most strongly as first, and autonomous decision maker; second, personally committed to public responsibility; third, as a lifelong learner; and fourth, as holding equal professional status and freedom for advancement within CES. It was clear from the data that two connected ideas should be addressed: (1) the mission of 4-H as it fits a locality, and depending how that is defined; (2) the expected role

of the 4-H/youth professional.

0248

**An impact evaluation of a rural youth drug education program.**

Sarvela, P.D. ; McClendon, E.J. Amityville, N.Y. : Baywood Publishing Company. Journal of drug education. Literature review. 1987. v. 17 (3). p. 213-231. Includes references. (NAL Call No.: DNAL HV5808.J68).

The author examines the prevalence of drug use among 265 youth who reside in rural northern Michigan and northeastern Wisconsin. The study focuses on use of alcohol, cigarettes, marihuana and cocaine by students in sixth and seventh grade. The results of a comprehensive drug education program carried out at these grade levels is discussed. Students' health beliefs are also considered.

0249

**The impact of attitudes toward the personal future on study motivation and work orientations of nonworking adolescents.**

Rosseel, E. San Diego, Calif. : Libra Publishers. Adolescence. Spring 1989. v. 24 (93). p. 73-93. Includes references. (NAL Call No.: DNAL H0793.A44).

A study of the relationship between images of the futures and aspirations of nonworking adolescents was undertaken to test the hypothesis that pessimism about the future results in reduced study motivation and conventional work orientations. A sample of 171 high school and university students was administered a questionnaire to determine their attitudes toward the future, study motivation (general, values of certificates, profession oriented) and work orientations. Results were contrary to expectations. The students had a positive attitude toward the future, were highly motivated to study, and were optimistic about their professional careers. Generational differences (i.e., age differences) were pronounced. Results are discussed in the context of the value changes of the last decade.

0250

**The impact of cultural changes on the internal experience of the adolescent.**

Wilson, P. London : Academic Press. Journal of adolescence. Dec 1988. v. 11 (4). p. 271-286. Includes references. (NAL Call No.: DNAL RJ499.A1J57).

This paper examines the impact on adolescence of major cultural changes brought about by the advent of television, the combined threat of Nuclear War and Aids and changes in social values and family structures. The main thesis is that the volume and pace of these contemporary changes have an unsettling effect on internal experience and create conditions in society that replicate those that give rise to the development of narcissistic disturbance in early childhood development. Narcissism is seen as central in adolescence and inadequately modulated in the prevailing "culture of

narcissism". An example is given of such disturbance in a young man. The relevance of psychoanalysis as a body of knowledge and as an activity concerned with self and object relatedness is discussed, followed by an illustration of psychoanalysis in practice in a therapeutic community for adolescents, Peper Harow.

0251

**The impact of cumulative change in early adolescence.**

CHDEAW. Simmons, R.G. ; Burgeson, R.~Carlton-Ford, S.~Blyth, D.A. Chicago, Ill. : University of Chicago Press. Child development. Oct 1987. v. 58 (5). p. 1220-1234. Includes references. (NAL Call No.: DNAL RU1.C3).

This article examines the impact of experiencing several major life transitions simultaneously in early adolescence. For many children, entry into the new life period of adolescence is marked by the transition from a relatively intimate elementary school setting into a more complex, impersonal junior high school environment. This major shift in organizational context is often accompanied by dramatic changes in biology and social definition. We hypothesized that transitions will be easier for children to cope with if the various adolescent changes come into focus at different stages rather than simultaneously. In a longitudinal study conducted in a large Midwestern city, schoolchildren were followed from sixth into seventh grade in 2 different types of school systems. The effect of multiple life changes (school transition, pubertal development, early dating behavior, residential mobility, family disruption) on students' self-esteem, academic grade-point average, and participation in extracurricular activities was analyzed. The results identify children who are forced to cope with several life transitions concurrently as a group at risk. Theoretical implications are discussed, with development of the notion that individuals need an "arena of comfort" in at least some spheres of their lives.

0252

**The impact of divorce on children.**

JMFAA6. Demo, D.H. ; Acock, A.C. St. Paul, Minn. : National Council on Family Relations. Journal of marriage and the family. Literature review. Aug 1988. v. 50 (3). p. 619-648. Includes references. (NAL Call No.: DNAL HQ1.J86).

With the acceleration of the divorce rate from the mid-1960s to the early 1980s, the number of non-traditional families (such as single-parent families and reconstituted families) have increased relative to intact, first-time nuclear families. This article reviews empirical evidence addressing the relationship between divorce, family composition, and children's well-being. Although not entirely consistent, the pattern of empirical findings suggests that children's emotional adjustment, gender-role orientation, and antisocial

behavior are affected by family structure, whereas other dimensions of well-being are unaffected. But the review indicates that these findings should be interpreted with caution because of the methodological deficiencies of many of the studies on which these findings are based. Several variables, including the level of family conflict, may be central variables mediating the effect of family structure on children.

0253

**The impact of the "I'm Special" program on student substance abuse and other related student problem behavior.**

Kim, S. ; McLeod, J.~Palmgren, C.L. Amityville, N.Y. : Baywood Publishing Company. Journal of drug education. 1989. v. 19 (1). p. 83-95. Includes references. (NAL Call No.: DNAL HV5808.J68).

This article describes the development and evaluation of a program to delay or reduce the start of student substance abuse. First, the nine sessions of this program for youth at risk are described. Subjects covered include: self-worth, healthy living, uniqueness, communication, group interaction, and feelings. The authors give the theoretical background for the program which is based on personal growth, social control, and social learning theories. The design of the long term impact evaluation is also discussed, including the administration of a 137-item drug survey to students in grades 5-12. Most of the results supported the authors hypothesis that students in the "I'm Special" program would have more positive behaviors compared to nonparticipating students. Only three out of 234 comparisons between participants and the controls were negative. The authors also noted that the effectiveness of the program began to decrease at the ninth grade level.

0254

**Impact on 4-HRichard W. Clark.**

Clark, Richard W. Stacy, MN : Spectra Photo/Audio, 1988. Presented at the 1988 National Association of Extension 4-H Agents 42nd Annual Conference, Nov. 6-10, 1988, Minneapolis, MN.~ Title in proceedings: Societal trends; impact on 4-H.~ "317-T9A; 317-T9B.". 2 sound cassettes (ca. 120 min.). (NAL Call No.: DNAL Audiocassette no.118).

Abstract: At no previous time in history has the rate of change been as great as today. This change will force 4-H professionals to take a close look at the content and methodology of their youth programming to assure that it is relevant to the needs of a changing society. If we are not willing to change, we will soon become ineffective as educators, if not obsolete. The proposed seminar is designed to take an in-depth look at the societal trends that are impacting both youth and professional 4-H educators. Several major categories of societal trends will be explored including; population trends; jobs and the workplace; family

structure; attitudes and values; issues of youth; and technological change. Following a review of the important trends, the seminar will focus on how these changes in society impact the 4-H youth program. Special attention will be given to ways to alter the traditional teaching-learning strategies to bring about more productive educational programs. Participants will be actively engaged in discussion throughout the seminar. Today's youth need the skilled help of professional educators more than ever before. Becoming aware of the changes in our society and adapting our educational efforts to those changes will keep us on the cutting edge.

0255

**Impairment as a human constant: cross-cultural and historical perspectives on variation.**

JSISAF. Scheer, J. ; Groce, N. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. Spring 1988. v. 44 (1). p. 23-37. Includes references. (NAL Call No.: DNAL HM1.A3J65).

The social science literature on physical disabilities suffers a curious omission in the relative lack of attention paid to a cross-cultural or historical perspective. We argue that disability is a human constant--that is, all human societies have and have always had disabled members. While the presence of such individuals is a constant, culturally shared responses to them vary greatly across time and social context.

0256

**Improving education for the disadvantaged: do we know whom to help?** Ralph, J. Bloomington, Ind. : The Journal. Phi Delta Kappan. Jan 1989. v. 70 (5). p. 395-401. ill. Includes references. (NAL Call No.: DNAL LU121.P4P4).

The development of effective educational programs for disadvantaged young people requires an answer to who are the young people "at risk" of school failure? How well their needs are understood, and what is known about the link between their learning skills and their at-risk status is critical to improving their education. This report covers these issues by examining today's at-risk or disadvantaged student, and details when low academic achievements place a student at risk. The report gives suggestions for what should be done.

0257

**In search of children's selves: development of the specific and general components of the self-concept.**

CHDEAW. Eder, R.A. ; Gerlach, S.G.~Perlmutter, M. Chicago, Ill. : University of Chicago Press. Child development. Aug 1987. v. 58 (4). p. 1044-1050. Includes references. (NAL Call No.: DNAL RU1.C3).

The purpose of this study was to investigate the role of memory development in children's and adults' concepts of themselves. Of special

concern was the developmental change in reported general and specific memories for the behaviors and traits of oneself. General memories are those that are not located in a particular time (e.g., "usually"). Specific memories are temporally located (e.g., "yesterday"). 40 preschool-age children (ages 3 1/2 and 5 1/2 years) and 20 adults were asked an equal number of general and specific questions about their behaviors and traits. Behavior questions concerned activities and involved action verbs; trait questions concerned moods or personality characteristics and involved adjectives. Responses were coded into 4 mutually exclusive categories: general behavior, general trait, specific behavior, and specific trait. The proportion of general responses was found to be high and stable across all ages. However, the proportion of specific responses increased with age. These results suggest that the change in the type of memories retrieved about the self is similar to that observed in research on the development of other types of memory.

0258

**Indian child welfare: a status report.**

Plantz, M.C. ; Hubbell, R.~Barrett, B.U.~Dobrec, A. Washington, D.C. : Office of Human Development Services. Children today. Jan/Feb 1989. v. 18 (1). p. 24-29. Includes references. (NAL Call No.: DNAL HV701.C51).

The effects of the Indian Child Welfare Act of 1978 are examined. A 2-part study consisting of a mail survey and a field study was conducted to analyze the status of Indian children in "substitute care" and various child welfare programs that affect Indian children. A background of the Act and its passage is given. The five questions addressed by the study are listed with the findings for each. The authors' conclusions include 1) the child's heritage is better protected than in the past; and 2) Indian parents and tribes now play a larger role in protecting the child's rights to his heritage. The authors conclude that progress has been made, although many problems still exist.

0259

**Individual adolescents' perceptions of interactions with friends and parents.**

Hunter, F.T. Tucson : The Journal. The Journal of early adolescence. Fall 1985. v. 5 (3). p. 295-305. Includes references. (NAL Call No.: DNAL HQ796.J62).

Two patterns of interactions adolescents experience with friends, mothers, and fathers were examined. They were (a) commands based on greater authority and experience (unilateral) and (b) negotiation and mutual understanding (mutual). 180 subjects aged 12-13, 14-15, and 18-20 years reported, by a paper-and-pencil questionnaire, the frequencies of these patterns in their own experiences. Friends were perceived to interact more mutually than parents who in turn interacted more unilaterally.

than friends. Correlations of interactions were examined by pairs of relationships (father-mother, father-friend, mother-friend) to determine the individual differences in the interplay among these relationships. In general, adolescents reported interactions with fathers and mothers to be highly concordant, and friends' interactions to be relatively independent of parental interactions. Individual adolescents seemed to experience interactions with both parents as either highly involved or aloof; the degree of involvement with parents did not predict the level of interactions with friends.

0260

**Individuality in a developmental context. II. The crystallization of developmental trajectories.**

Mumford, M.D. ; Wesley, S.S.-Shaffer, G.S. Basel : S. Karger. Human development. Sept/Oct 1987. v. 30 (5). p. 291-321. Includes references. (NAL Call No.: DNAL RC952.A1H85).  
Work by Mumford and Owens in 1984 suggested that the differential developmental trajectories reflected in prototypical life history patterns first emerge with the crystallization of a cohesive pattern of choice behavior. The present study was carried out to provide more detailed information concerning the nature and timing of this crystallization process. Initially, background information was obtained describing the life history of 417 men and 358 women at four points in their lives between age 18 and 30. Subsequently, 15 male and 17 female composite prototypes reflecting patterns of differential development across three of these periods were obtained along with a series of factorial dimensions capable of summarizing differential behavior and experiences within each period. When the ability of these within-period dimensions to discriminate membership in the composite prototypes was examined, it was found that movement along a given trajectory could be determined by late adolescence. However, it was also found that certain kinds of prior experiences tended to postpone crystallization while certain later experiences led to changes in crystallized patterns. The implications of these observations for understanding individual development were then considered.

0261

**The influence of family demographics and parental teaching practices on Peruvian children's academic achievement.**

Barber, B.L. Basel : S. Karger. Human development. Nov/Dec 1988. v. 31 (6). p. 370-377. Includes references. (NAL Call No.: DNAL RC952.A1H85).

This study examined the relationship between family demographics, parental attitudes and behaviors, and the reading and mathematical achievement of Peru children in three locations. A total of 1201 children participated in the study. Results indicate different achievement

scores across the three locations. Other differences among the locations included percent of literate parents, quality of home environment, parental expectations for their children's future, and parental teaching practices. Ways in which parental behaviors may mediate between family demographic characteristics and children's achievements are also indicated by these findings.

0262

**The influence of gender on children's ratings of fear in self and same-aged peers.**

JGPYAI. Silverman, W.K. ; Nelles, W.B. Washington, D.C. : Heldref Publications. Journal of genetic psychology. Mar 1988. v. 149 (1). p. 5-15. Includes references. (NAL Call No.: DNAL BF713.J68).

In this study, nine-year-old children rated their fears, the fears of their same gender peers, and the fears of opposite gender peers. The findings were consistent with those of previous studies, indicating that boys rated themselves as less fearful than girls. Both boys and girls rated "other boys" as less fearful than "other girls". The author discusses implications and suggestions for future research.

0263

**Influence of sex and gender roles on high school status systems.**

Williams, J.M. ; Andersen, M.B. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1987. v. 22 (88). p. 755-765. Includes references. (NAL Call No.: DNAL HQ793.A44).

Past research has indicated significant sex differences in determinants of male and female high school students' status as measured by how subjects would like to have been remembered from their high school years. In order to determine if remembrance preference is sex or gender role related, 671 subjects were administered the Bem Sex-Role Inventory (BSRI) and a questionnaire asking if they most wanted to be remembered from high school as a brilliant student, leader in activities, athletic star or most popular. Using both the median split and t-ratio procedures in scoring the BSRI, 206 subjects were selected because they were sex-typed (masculine males, feminine females), cross sex-typed (masculine females, feminine males), or androgynous (scoring high on both masculine and feminine traits). To find a model of best fit, the data were subjected to a log-linear analysis. The variables included were sex, gender role, and remembrance preference. Rather than sex being the influential factor, the model of best fit was a gender role by remembrance preference interaction. If subjects were masculine, they were more likely to choose athletic star than were feminine or androgynous subjects. Most popular and leader in activities were both more likely to be chosen by feminine and androgynous subjects. All groups chose brilliant student more often than any other category. It was

concluded that some previously designated sex differences may instead be differences in gender role. Further research should address the distinction between the two.

0264

**Influences on adolescent problem behavior : causes, connections, and contexts /Ardyth Norem-Hebeisen, Diane P. Hedin.**

Norem-Hebeisen, Ardyth A. ; Hedin, Diane P. S.l. : s.n., 1984? . Reprint. Originally published: Adolescent peer pressure : theory, correlates, and program implications for drug abuse prevention, p. 21-46. Washington, D.C. : National Institute on Drug Abuse, U.S. Dept. of Health and Human Services, 1981.~ Caption title.~ Library has original publication under call no. HV5824.Y68A3 1984. p. 35-36 ; 22 cm. (NAL Call No.: DNAL HV5824.Y68N6). Abstract: This article examines the conceptual and empirical evidence for correlates of problem behavior in general and drug abuse in particular and develops a model for analyzing factors in drug abuse which may be useful in developing specific prevention programs to address the needs of adolescents.

0265

**Inter global activitiesG. Diem, L. Schultz.**

Diem, G. ; Schultz, L. Stacy, MN : Spectra Photo/Audio, 1988 . Presented at the 1988 National Association of Extension 4-H Agents 42nd Annual Conference, Nov. 6-10, 1988, Minneapolis, MN.~ Title in proceedings: Bringing the world closer to you in your county ; hands-on inter-global activities.~ "317-T19A ; 317-T19B." . 2 sound cassettes (ca. 120 min.). (NAL Call No.: DNAL Audiocassette no.115). Abstract: What impact does a trade agreement with Japan have on you when you go to the store? Why do you need to know where Angola is? Is it really necessary for me to understand how people live in Brazil? It is becoming increasingly important for today's youth to have a better understanding of the world around us, noting cultural differences and the interrelationships of people and countries around the world. Through regional and state leader forums, local club leaders have been introduced to the wide variety of activities that emphasize the importance of cross-cultural awareness. Through this workshop, 4-H professionals will be introduced to a wide variety of activities that emphasize the importance of helping youth develop an awareness of cultures, positive cross-cultural attitudes, and an appreciation of the similarities and differences found around the world.~ Abstract: Participants will receive a packet of materials that includes member worksheets, suggestions of activities and lesson plans. Several hands-on activities will be conducted to show how easy these programs can be integrated into local and county activities. Activities will include simulations,

discussions, questioning techniques, demonstrations, and role-playing. These programs will assist agents and leaders in developing and supporting activities that enable youth to become more open-minded, tolerant of differences and more cognizant of the world around them.

0266

**Interest in the task and interest in peers' work in a competitive and noncompetitive condition: a developmental study.**

CHDEAW. Butler, R. Chicago, Ill. : University of Chicago Press. Child development. June 1989. v. 60 (3). p. 562-570. Includes references. (NAL Call No.: DNAL RJ1.C3).

This study tested the hypothesis that focusing attention on relative performance will promote ego involvement and undermine intrinsic motivation in school-age children but not in preschoolers who do not have a normative conception of ability. Children at ages 4-5, 7-8, and 9-10 made pictures from stickers in either a competitive or a noncompetitive condition. As expected, among fourth graders, competition enhanced interest in peers' work, measured during the manipulation, and reduced subsequent interest in the task during a free-play period 4 days later, relative to the noncompetitive condition. Similar, but weaker, trends were obtained at first grade. Among preschool children, the competitive focus did not affect interest in peers' work and slightly enhanced subsequent intrinsic motivation. The correlation between interest in peers' work and subsequent task interest was negative for older children but positive for preschoolers. The results are discussed in terms of the light they shed on developmental shifts in ego involvement and in the functions of social comparison.

0267

**Intergenerational conflict of values and norms: a theoretical model.**

Traub, S.H. ; Dodder, R.A. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1988. v. 23 (92). p. 975-989. Includes references. (NAL Call No.: DNAL H0793.A44).

This study evaluates the literature on the question of a "generation gap." A theoretical model is proposed that examines the nature of intergenerational continuity and discontinuity in terms of value-norm acceptance, differential interaction patterns, and behavioral dissimilarity between the generations. Data from 415 college students and 557 of their guardians were examined. The findings indicate that: (1) youth and adults do not accept the same values; (2) based upon differential interaction patterns and the acceptance of divergent norms, normative "dissensus" exists between youth and adults and between individuals within each group; and (3) marijuana use is linked with differential interaction patterns and normative dissensus. The findings thus support the notion of a "great gap."

between youth and adults.

0268

**Intergenerational literacy: effects of parental literacy and attitudes on children's reading achievement in Morocco.**

Wagner, D.A. ; Spratt, J.E. Basel : S. Karger. Human development. Nov/Dec 1988. v. 31 (6). p. 359-369. Includes references. (NAL Call No.: DNAL RC952.A1H85).

This study looks at the relationship between parental literacy and children's acquisition of reading and writing skills. Data collected in a 5-year longitudinal study of the acquisition of literacy and retention in Moroccan children are reported. A sample of 350 6- to 7-year-old children and their parents in one urban and one rural fieldsite in Morocco is the focus of the study. Results show that parental literacy and clusters of parental attitudes were related to reading achievement in Moroccan children. The findings also indicate that reading and learning beliefs among the children significantly predicted their reading performance. In addition, the proposition that children's beliefs, especially in a family literacy context, can play an important role in reading achievement and school success is being reinforced by this study.

0269

**Intergroup anxiety.**

JSISAF. Stephen, W.G. ; Stephan, C.W. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. Fall 1985. v. 41 (3). p. 157-175. Includes references. (NAL Call No.: DNAL HM1.A3J65).

A model is presented that traces the origins of the anxiety people experience when interacting with outgroup members to fear of negative psychological or behavioral consequences for the self and fear of negative evaluations by ingroup or outgroup members. Prior relations between the groups, intergroup cognitions, the structure of the situation, and personal experience are hypothesized to determine the amount of anxiety that participants in intergroup interactions experience. It is proposed that high levels of intergroup anxiety amplify normative behavior patterns, cause cognitive and motivational information-processing biases, intensify self-awareness, lead to augmented emotional reactions, and polarize evaluations of outgroup members. Regression analyses of data from Hispanic students indicate that high levels of intergroup anxiety are associated with low levels of contact with outgroup members, stereotyping of outgroup members, and assumed dissimilarity to outgroup members.

0270

**Into adolescence a time of change : a curriculum for grades 5-8 /Catherine S. Gollifer.**

Gollifer, Catherine S. Santa Cruz, CA : Network Publications, 1989. viii, 129 p.

: ill. ; 28 cm. (NAL Call No.: DNAL HQ57.5.A3G6).

**Abstract:** This curriculum guide introduces middle school students to the basic facts of human reproduction and explains the physical, emotional, and social aspects of growing into adolescence. This module includes teacher scripts, reproducible worksheets, and transparency masters. Lessons cover: establishing ground rules for classroom discussion; the stages of adolescent growth; the female reproductive system; the male reproductive system; fertilization and conception; and the social and emotional changes that occur during adolescence.

0271

**Into adolescence choosing abstinence : a curriculum for grades 5-8 /Dale Zevin.**

Zevin, Dale. Santa Cruz, CA : Network Publications, 1989. viii, 87 p. : ill. ; 28 cm. (NAL Call No.: DNAL HQ57.5.A3Z4).

**Abstract:** This curriculum guide provides information and encouragement for middle school students to postpone becoming involved in sexual relationships. These seven lessons emphasize that abstinence eliminates the risks of unwanted pregnancy, sexually transmitted disease, and emotional upheavals and promote postponement of sexual intercourse as the logical, positive choice for adolescent students. Three messages are emphasized: don't let someone else decide your sexual behavior; positive relationships occur without engaging in sexual intercourse; and you can choose to say "No" to sex.

0272

**Into adolescence enhancing self-esteem : a curriculum for grades 5-8 /Dale Zevin.**

Zevin, Dale. Santa Cruz, CA : Network Publications, 1989. x, 83 p. : ill. ; 28 cm. (NAL Call No.: DNAL BF697.5.S46Z4).

**Abstract:** The goal of this curriculum guide is to help promote confident, creative, productive and successful early adolescents. Through the development of self-esteem, students will be empowered to be more effective in their personal lives, school work, and relationships. Topics discussed include: defining and fostering self-esteem; how and why people hide their true identity and feelings; building and maintaining friendships; and being socially responsible within the family, at school, and in the community.

0273

**Into adolescence learning about AIDS /Jory Post and Carole McPherson.**

Post, Jory. ; McPherson, Carole. Santa Cruz, CA : Network Publications, 1988. 232 p. : ill. ; 28 cm. (NAL Call No.: DNAL RC607.A26P6).

**Abstract:** This curriculum guide focuses on giving students an understanding of disease transmission and prevention. The 14-lesson modules provide teachers with concrete behavioral objectives and specific strategies for an effective, age-appropriate AIDS education unit. Topics include: the nature and causes of

sexually transmitted disease (STD); developing research skills to find accurate information about AIDS; how the AIDS virus attacks the immune system; demonstrating compassion for persons with AIDS; and how AIDS is transmitted and how it can be prevented.

0274

**Into adolescence learning about reproduction and birth : a curriculum for grades 5-8 /Catherine S. Golligher.**

Golligher, Catherine S. Santa Cruz, CA : Network Publications, 1989. x, 140 p. : ill. ; 28 cm. (NAL Call No.: DNAL QP251.G5).

**Abstract:** This curriculum guide presents six lessons on reproduction and birth specifically designed for middle and junior high school students. The lessons offer information about inherited and acquired traits, prenatal development, the stages of birth and developmental disabilities and birth disorders. The curriculum identifies ways some developmental and birth disorders can be prevented and reinforces good health practices. Illustrations, tables, charts, and transparency masters make the lessons easy to follow and "teacher friendly."

0275

**Into adolescence living in a family : a curriculum for grades 5-8 /Jory Post.**

Post, Jory. Santa Cruz, CA : Network Publications, c1989. x, 135 p. : ill. ; 28 cm. (NAL Call No.: DNAL HQ536.P62).

**Abstract:** This book presents 11 lessons that focus on a number of aspects related to family living. The activities address such topics as: the range of family structures existing in society, the relationships which can occur within a family, the kinds of roles present in families, family activities and traditions, family conflicts and family history.

0276

**Is it worth the costs? Going beyond the local 4-H club.**

Cantrell, J. ; Heinsohn, A.L.~Doebler, M.K. Madison, Wis. : Extension Journal. Journal of extension. Spring 1989. v. 27. p. 16-18. Includes references. (NAL Call No.: DNAL 275.28 J82).

This study of teen programming in Pennsylvania looks at the development of life skills as they relate to various 4-H activities, events and other 4-H experiences. 1,500 randomly selected teens aged 13 to 19 were surveyed of which more than 760 youth evaluated their 4-H program experiences. Fifty five life skills were grouped into ten clusters and evaluated. The clusters were labeled leadership, personal development, career development, communication skills, values, interpersonal skills, social development, agriculture skills, home economics skills, and citizenship development.

0277

**Is there really a generation gap? Value similarities and differences between a group of junior high girls and their mothers.**

Barclay, L.K. ; Sharp, A.W. Tucson : The Journal. The Journal of early adolescence. Summer 1982. v. 2 (2). p. 163-171. Includes references. (NAL Call No.: DNAL HQ796.J62).

To determine the degree of agreement or disagreement on values between mothers and daughters, a group of junior high school girls and their mothers in a rural Kentucky community filled out the scales of instrumental and terminal values constructed by Rokeach. Spearman rank-order correlations showed significant agreement between daughters and mothers on both scales when comparing mean rankings of all the items by group and when comparing which items ranked first, second, and third. Both groupings adhered to traditionally female values, rating highly such items as honest, loving, forgiving and clean as instrumental values, and salvation and family security as terminal values. Items involving mental activity, such as imaginative, intellectual, logical, and a sense of accomplishment, were ranked low by mothers and daughters. There appears to be little or no divergence of values between the two groups studied.

0278

**Issues in adolescent health an overview /Karen Hein.**

Hein, Karen. Washington, D.C. : Carnegie Council on Adolescent Development, 1988. "August 1988." viii, 79 p. : ill. ; 29 cm. Includes bibliographical references (p. 74-79). (NAL Call No.: DNAL RU101.H3).

**Abstract:** This overview, compiled for the Carnegie Council on Adolescent Development, focuses on current issues in adolescent health. The first chapter summarizes assumptions about adolescent health. The next section presents adolescents' promotion, and views of health services. Next, the author discusses the aspects of health care which affect the adolescent, including levels of care, accessibility of care, legal rights of minors, health care settings, providers, and payment. The influence of societal views and adolescent lifestyle on health are also considered. Following this, a section provides models and examples of the types of adolescent health care programs. The remaining chapters address training directions, research in adolescent health, and the 1990 health objectives for the nation.

0279

**"It is your decision!" --behavioural effects of a student-centred health education model at school for adolescents.**

Arborelius, E. ; Bremberg, S. London : Academic Press. Journal of adolescence. Dec 1988. v. 11 (4). p. 287-297. Includes references. (NAL Call No.: DNAL RJ499.A1J57).

Since traditional health education

commonly does not affect behaviour, an alternative, consistent student-centred method was developed. Health issues and health-enhancing activities were determined by the students themselves. The students--15-16-year-olds--participated in six 1-hour sessions, three in small groups and three individually. A quasi-experimental pre-/post-control group evaluation was carried out. Fifty-one students made up the experimental group and 47 students the control group. Statistically significant differences in favour of the experimental group were obtained with respect to clarification of individual health issues, reported health-enhancing activities and self-esteem. A tendency in the same direction was found with respect to internal locus of control. Most health-enhancing activities reported by the experimental students had not been treated during the educational sessions. Hence, the intervention seemed to have developed the capability of the students to improve their health by means of starting health-enhancing actions on their own.

0280

**Journal of adolescent research.**

Tucson, AZ : H.E.L.P. Books, 1986-. Journal of adolescent research. Title from cover. v. : ill. ; 23 cm. (NAL Call No.: DNAL HQ793.J68).

0281

**Just the two of us: parent-child relationships in single-parent homes.**

JMFAA6. Risman, B.J. ; Park, K. St. Paul, Minn. : National Council on Family Relations. Journal of marriage and the family. Nov 1988. v. 50 (4). p. 1049-1062. Includes references. (NAL Call No.: DNAL HQ1.J86).

This study compares and contrasts the relative strength of two different theoretical explanations, individualist and microstructural, for the apparent sex differences in parent-child relationships. The strength of each perspective is tested empirically through comparisons of single-custodial mothers and single-custodial fathers on a variety of dimensions, with particular emphasis on the parent-child dyadic relationship. The findings suggest the importance of microstructural variables as explanations for parenting behaviors.

0282

**Justice in the classroom: the student's view.**

CHDEAW. Thorkildsen, T.A. Chicago, Ill. : University of Chicago Press. Child development. Apr 1989. v. 60 (2). p. 323-334. Includes references. (NAL Call No.: DNAL RU1.C3).

Students (ages 6-29) were interviewed to determine their conceptions of fairness in school learning. Students' perceptions of the educational goods (e.g., extrinsic rewards or learning) and fair distributions (e.g., based on equity or equality) were examined by considering their judgements and justifications of the fairness of 5

commonly used classroom practices. 3 methods of data analysis were used. First, when every practice was paired with every other practice, students' choice of the fairer practice indicated that peer tutoring was fairest at all grades. Older students (18+ years), however, saw peer tutoring as less fair than younger students, and acceleration and enrichment as more fair. Second, content analysis of students' justifications supports the notion that older students adopt a more individualistic, less communal orientation toward learning. Finally, 5 levels involving progressively more differentiated conceptions of fairness were identified.

0283

**Keynote speakerAlvin Poussaint.**

Poussaint, Alvin. Stacy, MN : Spectra Photo/Audio, 1988 . Presented at the 1988 National Association of Extension 4-H Agents 42nd Annual Conference, Nov. 6-10, 1988, Minneapolis, MN.~ Variant title: Acknowledging change.~ "317-T12.". 1 sound cassette (ca. 30 min.). (NAL Call No.: DNAL Audiocassette no.113).

Abstract: A renowned expert on family issues and a script consultant for television programs including the "The Cosby Show" and "It's a Different World", Dr. Poussaint has been involved in programs affecting youth and families across the country. His remarks include his observations on how societal changes affecting youth; television viewing, "dormitory families," single-parent households, increased housing costs, crime, substance abuse, media coverage of governmental corruption, and the latch key phenomena of families can be addressed by 4-H programs. Current statistics for changes affecting youth and families are given throughout the speech.

0284

**Keynote speakerLoretta Long.**

Long, Loretta. Stacy, MN : Spectra Photo/Audio, 1988 . Presented at the 1988 National Association of Extension 4-H Agents 42nd Annual Conference, Nov. 6-10, 1988, Minneapolis, MN.~ Variant title: Assessing reality.~ "317-T1.". 1 sound cassette (ca. 60 min.). (NAL Call No.: DNAL Audiocassette no.124).

Abstract: One of the stars of the television program "Sesame Street", Loretta Long speaks in a humorous and informal style concerning her upbringing, early teaching career, and life as a television actress. Combining her training as a performer and educator, Dr. Long presents her views on the realities of working with the youth of today to develop the young minds for tomorrow.

0285

**Kids & competitionawards, rewards, recognition /A. Mullis, L. Crow.**

Mullis, A. ; Crow, L. Stacy, MN : Spectra Photo/Audio, 1988 . Presented at the 1988 National Association of Extension 4-H Agents 42nd Annual

Conference, Nov. 6-10, 1988, Minneapolis, MN. ~ "317-T5." . 1 sound cassette (ca. 90 min.). (NAL Call No.: DNAL Audiocassette no.112). Abstract: To provide a developmental framework for understanding the impact of competition on youth. To discuss the myths of competition. To present strategies for program development based on the developmental needs of youth. Participant outcomes: Participants will understand the relationship between developmental level of youth and the recognition system utilized in a 4-H program. Content: The seminar will include a review of developmental differences of youth involved in 4-H with attention given to motivational and social factors. Competition, the myths and benefits will be discussed. Finally, a program designed to meet the developmental needs of youth will be presented. Method: A variety of methods will be used to involve participants, including small group discussion and role playing. Overheads and handouts will be used by presenters.

0286

**Kids on their own** C. Althoff, R. Pitzer. Althoff, C. ; Pitzer, R. Stacy, MN : Spectra Photo/Audio, 1988 . Presented at the 1988 National Association of Extension 4-H Agents 42nd Annual Conference, Nov. 6-10, 1988, Minneapolis, MN. ~ "317-T21A; 317-T21B." . 2 sound cassettes (ca. 120 min.). (NAL Call No.: DNAL Audiocassette no.114). Abstract: The increase of dual career and single parent families has resulted in a record number of "latchkey" or self-care children. These are children who routinely care for themselves before and/or after school. Children and parents need education and preparation for self-care arrangements. Extension can help provide this education through a variety of methods. This workshop will help participants: 1) Become aware of current research relating to latchkey issues; 2) Become aware of resources available to prepare youth and parents for self-care arrangements; 3) Analyze program needs, in their community, relating to self-care and begin to determine the most appropriate role for Extension to assist in meeting these needs. This workshop will use a combination of lecture, resource review and group interaction.

0287

**Knowledge and attitudes towards substance abuse a comparison of 4-H and other teens** /by Kirk A. Astroth. Astroth, Kirk A. Kansas? : Kansas State University Cooperative Extension Service, Southeast Area Extension Office, 1987? . 9 leaves ; 28 cm. Bibliography: leaves 8-9. (NAL Call No.: DNAL HV5824.Y68A7). Abstract: In the winter of 1985 and the spring of 1986, two groups of teens were surveyed using a 5-point Likert style scale of 80 questions related to attitudes toward substance use and abuse. Both groups were similar in age distribution, sex composition, family

composition, and post-high school plans, but there were significant differences in their knowledge and attitudes towards substance abuse. While 4-H'ers reported less experimentation or use of illicit substances, they were also less informed and quite naive about the hazards of tobacco and alcohol, about the dynamics of chemical dependency, and reported significantly lower helping and communication skills than non-4-H metro teens.

0288

**La familia student workbook** /Ana Consuelo Matiella ; illustrations by Ron Salinas.

Matiella, Ana Consuelo. Santa Cruz, CA : Network Publications, 1988. 95 p. : ill. ; 28 cm. (NAL Call No.: DNAL E184.S75M33).

Abstract: This student workbook is intended to communicate Latino family traditions, values, and diversity and seeks to strengthen Latino students' (grades 5-8) self-esteem and sense of family pride. Spanish dices (proverbs used to instill values in Latino families) and cuentos (stories that teach cultural traditions and beliefs) are used to promote Latino traditions and values. This workbook is part of a series of curriculum materials which were developed to make family life education culturally relevant and appropriate for Latino youth and to begin to lay the groundwork for preventing high-risk behaviors.

0289

**Latchkey children in the library**.

Dowd, F.A. Washington, D.C. : Office of Human Development Services, Department of Health and Human Services. Children today. Nov/Dec 1988. v. 17 (6). p. 5-8. ill. Includes references. (NAL Call No.: DNAL HV701.C51).

This study looks at the unexplored opportunities for offering programs for unattended children in the library and at home by public libraries. In trying to find out if public libraries can provide exemplary service to unattended children, a 3-part questionnaire was mailed to a random sample of 125 public library systems in 42 states and the District of Columbia. Inperson and telephone interviews were also conducted with 10 specific childrens' coordinators/librarians. Results indicated that the public library's role in regard to latchkey children is the provision of normal, effective service, just as given to any other user. A list of recommendations were provided based on the findings.

0290

**Latchkey kids unlocking doors for children and their families** /Bryan E. Robinson, Bobbie H. Rowland, Mick Coleman.

Robinson, Bryan E. ; Rowland, Bobbie H. ~Coleman, Mick. Lexington, Mass. : Lexington Books, c1986. xiv, 220 p. : ill. ; 24 cm. Includes bibliographies and indexes. (NAL Call No.: DNAL HQ777.65.R62).

**Abstract:** This book attempts to eradicate the many myths about latchkey children and put the latchkey phenomenon in proper perspective. The authors detail a variety of alternative care programs being implemented in many communities, including extended day programs in public schools, neighborhood "block mothers," and after-school hotlines. They also suggest further measures that families, schools, business, industry and government can take to meet the needs. Case studies bring the data to life, describing how the children spend their time, how they feel, and the successes and failures they have. It is concluded that most latchkey situations are not as hopeless as they have been portrayed.

0291

**The leadership skills needed by 4-H club members to become effective leaders as perceived by 4-H extension agents /by Willie D. Larkin.**

Larkin, Willie D., 1949-. c1980. Thesis (Ph.D.)--Ohio State University, 1980. Typescript (photocopy)~ Vita. xxii, 262 leaves ; 28 cm. Bibliography: leaves 157-165. (NAL Call No.: DNAL S534.G4L3). Abstract: This study was to determine what leadership skills 4-H club members in Georgia needed to become effective leaders. Secondly, to determine whether or not these skills were being taught and the amount of emphasis being placed on them. The sample consisted of 172 county Extension agents of the University of Georgia Extension Service. The major findings revealed that county Extension agents perceived selected leadership skills as being needed by 4-H club members for them to become effective leaders and the agents placed high levels of importance on these skills. Also, the agents reported that they were teaching these skills and placing a high degree of emphasis on them. Most of the leadership skills were rated above average on both the importance and emphasis scales.

0292

**Learned helplessness, test anxiety, and academic achievement: a longitudinal analysis.**

CHDEAW. Fincham, F.D. ; Hokoda, A.~Sanders, R. Jr. Chicago, Ill. : University of Chicago Press. Child development. Feb 1989. v. 60 (1). p. 138-145. Includes references. (NAL Call No.: DNAL RJ1.C3).

The stability of individual differences in test anxiety and learned helplessness over a 2-year period and their relation to concurrent and future school achievement were examined. Several issues regarding the assessment of learned helplessness are also addressed. 82 children were administered measures of test anxiety and helplessness in the third grade and again in the fifth grade. Teachers also provided reports of learned helpless and mastery-oriented behaviors at these 2 grade levels. It was found that: (a) both self-report and teacher-report measures of helplessness were stable over the 2-year period; (b)

helplessness in the third grade was related to achievement test scores in the fifth grade; and (c) teacher reports may be a viable means of identifying helplessness. These findings are discussed in terms of cognitive developmental changes in children's understanding of effort and ability, and their implications for the assessment of learned helplessness are outlined.

0293

**Learning to cooperate, cooperating to learn /edited by Robert Slavin ... et al. .**

; Slavin, Robert E. New York : Plenum Press, c1985. Rev. versions of papers originally presented at the second conference of the International Association of Cooperation in Education, held at Brigham Young University, Provo, Utah, July 1982. xiii, 472 p. : ill. ; 24 cm. Includes bibliographies and index. (NAL Call No.: DLC LB1032.L36 1985).

Abstract: A comprehensive book on cooperative learning based on the Second Conference of the International Association of Cooperation in Education in July 1982. The essays presented here are revised versions of the papers given at this conference. Starting with the basic concepts of cooperative learning, these essays then move into more detailed approaches to this type of learning. Topics covered include cooperation and competition in children, learning in small and/or cooperative groups, cooperative learning in science and mathematics and in multi-cultural groups, and the promotion of cooperative learning. Although most of the research presented here deals with classroom learning, many of these concepts can be applied to nonathletic out-of-school activities.

0294

**Life events as stressors in childhood and adolescence /James H. Johnson.**

Johnson, James H. 1943-. Newbury Park, Calif. : Sage Publications, c1986. Includes indexes. 159 p. ; 23 cm. Bibliography: p. 141-150. (NAL Call No.: DNAL BF723.S75J6).

Abstract: This book addresses the effects of stressful life events on the lives of children and adolescents. The first section is an introduction to stress and stressful life events. The next section examines research methods used to measure stressors in children and adolescents. Chapters three and four explore the physical. The next chapter discusses conceptual and methodological issues which need to be considered when researching the area of life stress. The final chapter summarizes intervention strategies for modifying the effects of life stress and areas for future research.

0295

**Life planning for rural youthJ. Walker, T. Coble.**

Walker, Joyce. ; Coble, T. Stacy, MN : Spectra Photo/Audio, 1988 . Presented at the 1988 National Association of

Extension 4-H Agents 42nd Annual Conference, Nov. 6-10, 1988, Minneapolis MN. ~ Title in proceedings: I'll take charge; life planning for rural youth. ~ "317-T37A; 317-T37B.". 2 sound cassettes (ca. 120 min.). (NAL Call No.: DNAL Audiocassette no. 111).

**Abstract:** Life planning and career education go far beyond occupational information, job selection and job seeking skills. The essence of career development education is taking charge and balancing the essential roles of personal aspirations, family, work, education, and lifestyle values over the course of a lifetime. "I'll Take Charge" is designed specifically for delivery to rural youth. It teaches the skills to identify choices and options, to understand self, to set goals and to make decisions. The seminar will introduce the theoretical framework and curriculum design concepts as well as preview video components that have been completed. We'll practice the experimental activities appropriate for adults as well as 13-19 year olds. This is a curriculum premised on adults and youth learning together!

0296

**Life skills workbook a guide to personal growth /by A. Frances Lindner.**

Lindner, A. Frances. Madison, Wis. (964 Educational Sciences Building, 1025 West Johnson St., Madison, 53705) : Vocational Studies Center, School of Education, University of Wisconsin, 1987. 166 p. : ill. ; 28 cm. (NAL Call No.: DNAL HQ796.L56).

**Abstract:** This workbook was developed to help teenage parents learn the skills necessary for continuing their education and pursuing careers while raising a child. The first section is a self-assessment tool for the adolescent parent. Following this, chapters provide guidelines and activities to help the teen learn basic life skills. Areas covered in the workbook include: support networks, self-awareness and self-esteem, values, communication, decision making, stress management, time management, financial planning, establishment of paternity, prevention of child abuse, and child care options.

0297

**Lifestyle differences between young adult cocaine users and their nonuser peers.**

Castro, F.G. ; Newcomb, M.D.~Cadish, K. Amityville, N.Y. : Baywood Publishing Company. Journal of drug education. 1987. v. 17 (2). p. 89-111. Includes references. (NAL Call No.: DNAL HV5808.J68).

This study compares the behavioral characteristics of twenty-five young adults who use cocaine regularly with that of twenty-five young adults who do not. The authors found that cocaine users were more likely to have an unhealthy lifestyle. Compared with cocaine users, non-users of cocaine drank less coffee daily, consumed fewer alcoholic beverages per week, and ate more balanced meals. Non users of

cocaine are more likely to participate in stress-reducing activities and to plan daily routines. The authors suggest that cocaine prevention programs should begin to stress healthier lifestyles.

0298

**Loneliness and adolescent alcoholism.**

Mijuskovic, B. San Diego, Calif. : Libra Publishers. Adolescence. Fall 1988. v. 23 (91). p. 503-516. Includes references. (NAL Call No.: DNAL HQ793.A44).

This paper first shows how the feelings of separation anxiety, hostility, and loneliness are intrinsically related. In pursuing this line of thought, the views of Fromm-Reichmann, Fromm, and Erikson are synthesized. The foregoing emotions are then discussed within the context of Freud's speculative postulation of the "oceanic feeling." All these conceptual connections, in turn, are then analyzed as essential factors contributing to, and indeed determining, adolescent drinking disorders. Traumatic issues and conflicts, initially centered in the infant's sense of separation from the mother, are later reexperienced and revived during the critical period of adolescence as the child is confronted with a sense of separation from the family. The paper concludes with a more empirically oriented treatment of the concrete features exhibited in adolescent alcoholism.

0299

**The long-term effects of family structure on gender-role attitudes.**

JMFAA6. Kiecolt, K.J. ; Acock, A.C. St. Paul, Minn. : National Council on Family Relations. Journal of marriage and the family. Aug 1988. v. 50 (3). p. 709-717. Includes references. (NAL Call No.: DNAL HQ1.J86).

Using data from the 1972-1986 General Social Surveys, this study investigates whether family structure during adolescence has long-term effects on adult gender-role attitudes. Hypotheses are that (a) adults from intact families, those from reconstituted families, and those who lived only with their mother would have progressively less traditional gender-role attitudes; (b) adults whose families were disrupted by divorce would have less traditional attitudes than those disrupted by father's death; and (c) children of employed mothers would have less traditional attitudes than children of nonemployed mothers. Findings are that family structure only selectively affects gender-role attitudes. Adults who as adolescents lived in a single-parent household headed by a divorced mother favor greater political power for women. Adults from intact and nonintact families, however, hold essentially similar views concerning traditional gender-role behavior. Maternal employment liberalizes women's but not men's gender-role attitudes.

0300

**Longitudinal aspects of childhood poverty.**

JMFAA6. Duncan, G.J. ; Rodgers, W.L. St. Paul, Minn. : National Council on Family Relations. Journal of marriage and the family. Nov 1988. v. 50 (4). p. 1007-1021. Includes references. (NAL Call No.: DNAL HQ1.J86).

In this study, estimates of the prevalence of childhood poverty were obtained with data from the Panel Study of Income Dynamics by the method of increment-decrement tables. This method is useful for making unbiased estimates of the expected years of childhood poverty for children in various demographics subgroups and for associating transitions into and out of poverty with various events. Racial differences in childhood poverty are found to be especially pronounced and cannot be accounted for by racial differences in family structure. Surprisingly, changes in the labor supply of family members other than the head or wife are associated with transitions into and out of poverty to a greater extent than are any other events.

0301

**A longitudinal study of ego identity status interview domains.**

Kroger, J. London : Academic Press. Journal of adolescence. Mar 1988. v. 11 (1). p. 49-64. Includes references. (NAL Call No.: DNAL RJ499.A1J57).

The present investigation was designed to explore a series of questions raised by previous developmental, gender, and congruence studies of ego identity status interview domains. A total of 76 late adolescent New Zealanders participated in identity status interviews following their first assessments two years previously. Results provide some support for a "focal model" of domain resolution, whereby psychosocial identity issues are addressed sequentially rather than concurrently. Few sex differences emerged in either developmental patterns of change or in the salience of interview components. The use of domain ratings in ways suggested by this study would allow a clearer picture of the identity formation process to emerge in future identity status research.

0302

**A longitudinal study of moral reasoning.**

CHDEAW. Walker, L.J. Chicago, Ill. : University of Chicago Press. Child development. Feb 1989. v. 60 (1). p. 157-166. Includes references. (NAL Call No.: DNAL RJ1.C3).

Several issues concerning Gilligan's model of moral orientations and Kohlberg's models of moral stages and moral orientations were examined in a longitudinal study with 233 subjects (from 78 families) who ranged in age from 5 to 63 years. They participated in 2 identical interviews separated by a 2-year interval. In each interview, they discussed hypothetical dilemmas and a personally generated real-life dilemma,

which were scored for both moral stage and moral orientation (both Gilligan's and Kohlberg's typologies). Results revealed few violations of the stage sequence over the longitudinal interval, supporting Kohlberg's moral stage model. Sex differences were almost completely absent for both Gilligan's and Kohlberg's moral orientations, although there were clear developmental trends. Hypothetical and real-life dilemmas elicited different moral orientations, especially in terms of Kohlberg's typology. The interrelations between the 2 models of moral orientations were generally weak, indicating that they are not synonymous.

0303

**A longitudinal study of negative emotional states and adjustment from early childhood through adolescence.**

CHDEAW. Lerner, J.V. ; Hertzog, C.~Hooker, K.A.~Hassibi, M.~Thomas, A. Chicago, Ill. : University of Chicago Press. Child development. Apr 1988. v. 59 (2). p. 356-366. Includes references. (NAL Call No.: DNAL RJ1.C3).

The relations among various negative emotional and behavioral characteristics (e.g., aggression, anxiety, under-compliance, depressive mood) and adjustment were examined through use of data from the 31-year-old New York Longitudinal Study. 75 white, middle-class children were rated on these negative characteristics from infancy to adolescence. Measures of family, peer, and personal adjustment were also obtained. Because of the longitudinal nature of the data, we were able to use structural equation models to address the following questions: (1) How stable are these negative behaviors from early life through adolescence? (2) What is the degree of relations between these emotional characteristics and adjustment in childhood and adolescence? and (3) To what degree do these emotional characteristics differentially predict multiple adjustment dimensions in adolescence? 2 factors of negative emotional behavior, labeled as Aggression and Affect, respectively, were identified in early and late childhood and were found to have relatively high stability of individual differences. Aggression significantly predicted adolescent maladjustment, whereas Affect had no independent prediction of maladjustment. Moreover, emotional problems provided better prediction of adolescent adjustment problems than did earlier childhood adjustment ratings.

0304

**A longitudinal study of the hopes and worries of adolescents.**

Gillies, P. London : Academic Press. Journal of adolescence. Mar 1989. v. 12 (1). p. 69-81. Includes references. (NAL Call No.: DNAL RJ499.A1J57).

This paper describes a longitudinal questionnaire study of the future hopes and worries of 547, 11- and 14-year-olds from Nottingham, England. Results from interviews with 152 of the 14-year-olds

are also presented. More than half of the teenagers spontaneously expressed hopes for and worries about employment and unemployment. One third of adolescents, and more boys than girls, were concerned about war, including nuclear war. Proportions of pupils worried about unemployment, own mortality, lack of money and AIDS increased significantly with age. Interview and questionnaire findings were in general agreement. However, worries such as exam failure, childbirth and unhappy marriage were more prominent at interview and mentioned significantly more frequently by girls than boys. Worries about employment and nuclear war appear to predominate throughout adolescence, but are not the sole concern of this age group. Consideration should be given to discussing teenage worries in the context of school/family based educational ventures.

0305

**Longitudinally foretelling drug usage in adolescence: early childhood personality and environmental precursors.**

CHDEAW. Block, J. ; Block, J.H.-Keyes, S. Chicago, Ill. : University of Chicago Press. Child development. Apr 1988. v. 59 (2). p. 336-355. Includes references. (NAL Call No.: DNAL RJ1.C3).

Drug usage in early adolescence (age 14) was related to concurrent and preschool personality characteristics for a sample of 54 girls and 51 boys. The personality concomitants and antecedents of drug use differed somewhat as a function of gender and the drug used. At age 14, for both sexes, the use of marijuana was related to ego undercontrol, while the use of harder drugs reflected an absence of ego-resiliency, with undercontrol, also a contributing factor. At ages 3/4, subsequent adolescent drug usage in girls related to both undercontrol and lower ego-resiliency. In boys, adolescent drug usage related strongly, during their nursery school years, to undercontrol and with resiliency having no long-term implications. Early family environment related to adolescent drug usage in girls but not in boys. Drug usage in adolescent girls was related to homes earlier identified as unstructured and laissez-faire, where there was little pressure to achieve. Drug usage related to other substance use and, in boys, to IQ decline from age 11 to 18. Implications of these results for contemporary views regarding adolescent drug usage are discussed.

0306

**A magic mix: after-school programs in a nursing home.**

Ziembra, J. ; Roop, K.-Wittenberg, S. Washington, D.C. : Office of Human Development Services, Department of Health and Human Services. Children today. Nov/Dec 1988. v. 17 (6). p. 9-13. ill. (NAL Call No.: DNAL HV701.C51). This article examines how nursing and retirement homes in certain parts of the country are opening their hearts and homes to area children who need a safe, healthy environment where they can

congregate until their parents come home from work. The reasons for the success of this program, its advantages and evaluation results are covered.

0307

**Making the middle grades work.**

Washington, D.C. : Children's Defense Fund, c1988. Cover title.~ "A publication of the Adolescent Pregnancy Prevention Clearinghouse.". 31 p. : ill. ; 28 cm. (NAL Call No.: DNAL LB1623.M3). Abstract: Early adolescence has often been associated with troubled years for young people. This report examines the essential role that the middle grades (5-8) can play for a successful transition from these troubled years to a productive adult life. To achieve this transition, the report suggested the need for the development of emotional security and competence among youths. This will help them to avoid becoming school dropouts, substance abusers, or teens pregnancy, etc. This book is designed to prevent teen pregnancies and alleviate the range of problems that face both adolescent and female-headed households. The principle subjects covered include the need for better middle-grades education, middle grades/teacher certification for each state, and state improvement efforts. Tables, bar and pie charts are used to depict some of research results. A list of program and resource guides including the addresses and phone numbers of contact persons is provided.

0308

**The marihuana perception inventory: Stage 1--development.**

Gabany, S. ; Eiseman, S. Amityville, N.Y. : Baywood Publishing Company. Journal of drug education. 1987. v. 17 (4). p. 357-364. Includes references. (NAL Call No.: DNAL HV5808.J68). This preliminary study of 367 students of college age focuses on a youth's decision to use marihuana. The author studies demographic characteristics and other factors that affect this decision. Five factors were used to analyze responses: Rebelliousness, Societal Issues, Parental Limitations, Maturational Difficulties, and Inherent Predispositions.

0309

**Maternal expectations, classroom experiences, and achievement among kindergartners in the United States and Japan.**

Bacon, W.F. ; Ichikawa, V. Basel : S. Karger. Human development. Nov/Dec 1988. v. 31 (6). p. 378-383. Includes references. (NAL Call No.: DNAL RC952.A1H85).

In this study differences in parental expectations and demanding classrooms on the academic achievement among children in the United States and Japan are examined. Subjects were selected from 24 representative kindergartens in the Minneapolis-Saint Paul metropolitan area of the United States, and 24 representative yochien in Sendai, Japan. Results indicated that Japanese

kindergartners exceed American kindergartners in mathematics skills. On the other hand, Japanese mothers expect little academic involvement and kindergartens provide little academic experience for the kindergartners. In general, the conclusion indicated that high maternal expectations do not guarantee high levels of performance.

0310

**Media manipulation of adolescents' personal level judgments regarding consequences of smokeless tobacco use.**  
Sussman, S. ; Dent, C.W.-Flay, B.R.-Burton, D.-Craig, S.-Mestel-Rauch, J.-Holden, S. Amityville, N.Y. : Baywood Publishing Company. Journal of drug education. 1989. v. 19 (1). p. 43-57. Includes references. (NAL Call No.: DNAL HV5808.J68).

This study examined the effect of varying the message in a media program on the personal level judgments of concern and risk of smokeless tobacco use. The authors investigated personal and societal level judgments as separate response areas; influence of changing the probability of adverse consequences on the personal level judgments; and the effect of the messages on those with a history of smokeless tobacco use, family, history of use, or male sex-role orientations. The subjects were 388 tenth grade students in two high schools. Four different videotaped segments were compared. Each videotape contained an introduction, high or low convincingness segment, high or low probability segment, and closing remarks. Results were analyzed by multivariate analysis of covariance. The results showed that personal level judgments were influenced by probability of consequences, but societal level judgments were not affected by manipulation of convincingness. Those with prior use or male sex role orientation did show changes in personal level judgments.

0311

**The microwave connection: Leader's guide.**

NCREB. East Lansing, Mich. : The Service. North Central regional extension publication - Michigan State University, Cooperative Extension Service. Jan 1989. (256). 27 p. ill. (NAL Call No.: DNAL S544.N6). This project is designed to help young people connect quick and easy microwave food preparation with delicious taste, safe cooking practices and good nutrition. The project captures the natural enthusiasm of youngsters as they learn about and share the joy of cooking. The member's manual is designed to appeal to 9- to 12-year-olds, but the material can be easily used by any beginning level microwave cook. Food preparation experiences and puzzles reinforce safe microwave usage and good nutrition principles. Six basic lessons are included: Let's Get Started/Snacks in a Snap, Give Breakfast a Running Start, Lunch Break, Hamburger Happenings, Baked Potato Bonanza, and

Microwave Show-Off Dinner. The leader's guide provides additional information on microwave and nutrition concepts. It also includes suggestions for working with young people, hints for organizing each meeting, ideas for activities that can be used to fill spare moments during meetings, and extra recipes.

0312

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NCREB. East Lansing, Mich. : The Service. North Central regional extension publication - Michigan State University, Cooperative Extension Service. Nov 1986. (257). 43 p. ill. (NAL Call No.: DNAL S544.N6).

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0313

**Minnesota youth poll: aspirations, future plans, and expectations of young people in Minnesota.**

Hedin, D. ; Erickson, J.-Simon, P.-Walker, J. St. Paul, Minn. : The Station. Minnesota report AD-MR - Agricultural Experiment Station, University of Minnesota. 1985. (2512). 38 p. ill. Includes references. (NAL Call No.: DNAL A00002).

Abstract: This research was undertaken as background for the Minnesota Conference on the Economic Futures of Girls and Young Women. Focus was on the differences between young men and women as they plan for the future. Opinions and ideas were obtained from individual questionnaires and focused group discussions involving high school students in English or Social Studies courses from urban, suburban and rural schools. Young women demonstrate little relationship between stated aspirations and strategies to achieve them. Discrepancies in sex-roles and personal expectations for career and family are more blatant for females. Girls have higher career aspirations occupational choices are less sex-role stereotyped, and see barriers to achieving career goals. Half the females and 2/3 of males believe the sexes are treated

differently at home and school resulting in negative impacts on girls and positive ones for boys. Both sexes define the healthy adult as more similar to stereotypical male characteristics than female.

0314

**Minnesota youth poll: youth look at themselves and the world.**

Hedin, D. ; Hannes, K.-Saito, R. St. Paul, Minn. : The Station. AD-MR - Agricultural Experiment Station, University of Minnesota. Nov 1985. (2666). 32 p. ill. Includes references. (NAL Call No.: DNAL A00003).

Abstract: The purposes of this study were to learn which local, state, national, and international issues are of most concern to young Minnesotans and to find out how they think adults, perceive young people. This was done in preparation for a major state youth conference sponsored by the Minnesota Governor's Council on Youth. The issues which were identified through the poll set the agenda for the conference. Nearly 1600 youth, ages 10-18, participated. The results are presented in three sections: Youth's perceptions of adult images; Youth's views on family relationships and conflicts; and concerns about the local community, the state, the nation, and the world.

0315

**Minnesota youth poll: youth's views on politics and public issues.**

Conrad, D. ; Hedin, D.-Simon, P. St. Paul, Minn. : The Station. Miscellaneous report - Agricultural Experiment Station, University of Minnesota. 1981. (178). 30 p. ill. Includes references. (NAL Call No.: DNAL A00001).

Abstract: This continuing study of the opinions and concerns of adolescents around the state of Minnesota provides an ongoing communication link between the youth and those adults who make decisions affecting the lives of youth. This study addresses several issues related to political attitudes and ideas of young people--issues that have not been adequately dealt with either in political socialization studies or in public opinion polling. The results of the poll are reported in three sections: politics and the elections; energy; and the congressional award. A recurring theme was that many teenagers perceived themselves and their age mates as removed from and unaffected by national politics.

0316

**Minnesota youth poll: youth's views on school and school discipline.**

Hedin, D. ; Simon, P.-Robin, M. St. Paul, Minn. : The Station. Minnesota report - Agricultural Experiment Station, University of Minnesota. 1983. (184). 34 p. ill. Includes references. (NAL Call No.: DNAL A00004).

Abstract: In this issue of the Poll, teenagers around the state of Minnesota discuss their opinions and experiences with school. The goal was to provide and

indepth look, from the adolescent's point of view, at an institution which has a pervasive and profound effect on their day-to-day lives and their futures. A wide range of school issues are explored, and these included the goals of and purposes of education, overall quality of their schools, student teacher relationships, compulsory education, discipline and order, and school teacher relationships, compulsory education, discipline and order, and school rules. It is divided into two parts: the first covers purpose and climate of schools, the second focuses on discipline and school rules.

0317

**Minnesota youth poll: youth's views on teenage pregnancy and parenthood.**

Hedin, D. ; Simon, P. St. Paul, Minn. : The Station. AD-MR - Agricultural Experiment Station, University of Minnesota. Aug 1983. (1961). 36 p. ill. Includes references. (NAL Call No.: DNAL A00003).

Abstract: Teenage pregnancy and parenting, a highly complicated and value-laden topic, is explored in this issue of the Minnesota Youth Poll. The purpose of this study was to consciously try to understand teenage pregnancy and parenthood from the point of view of the adolescent, and not just those who are pregnant or are parents already. Specifically, the following issues were explored: the value of sex education, the adequacy of knowledge about contraception, attitudes about parental notification regarding birth control and abortion, decision-making regarding unplanned pregnancies, attitudes toward adoption, the increasing phenomenon of teenage parenthood, and outcomes for the children of teenagers.

0318

**Minnesota youth poll: youths' views on the nuclear threat.**

Hedin, D. ; Hannes, K.-Saito, R.-Erickson, J. St. Paul, Minn. : The Station. AD-MR - Agricultural Experiment Station, University of Minnesota. Sept 1985. (2667). 37 p. ill. Includes references. (NAL Call No.: DNAL A00003).

Abstract: The issue of the Minnesota Youth Poll explores how young Minnesotans think and feel about the threat of nuclear war. This study was undertaken because of the rising public and professional concern about how children and adolescents are and will be affected by the possibility of nuclear annihilation. Approximately 800 Minnesota high school students (grades 9-12) in 180 discussion groups from inner city, urban, suburban, and rural schools participated in this Poll in the spring of 1984. The responses from the individual questionnaires were machine scored, and frequencies, cross-tabs, correlations, and t-tests were run according to the major variables of age, sex, race, socio-economic status, etc. The Poll method, designed to capture and preserve the richness and complexity of the adolescent experience, seem particularly well-suited to gathering

information on this issue.

0319

**Model programs preventing adolescent pregnancy and building youth self-sufficiency / by Karen Pittman and Carrie Govan .**

Pittman, Karen J., 1952- . ; Govan, Carrie. Washington, D.C. : Children's Defense Fund, c1986. Cover title.~ "July 1986."~ "A publication of the Adolescent Pregnancy Prevention Clearinghouse."~ Includes index. 19 p. ; 28 cm. (NAL Call No.: DNAL HQ759.64.P5).

**Abstract:** The main purpose of this report is to describe first-rate programs and curricula that address adolescents' needs for information, services, and motivation for the prevention of teen pregnancy and building youth self-sufficiency. These are dealt with in four broad topical areas -developing skills/ setting priorities/ building self-esteem; getting healthy/ staying healthy/ avoiding pregnancy; finding the facts/ hearing the arguments/ making decisions; and multiservice programs. Each topical area covers the program name, address, phone number, and a contact person.

0320

**Models of effective youth organization: a comparative study.**

Eisikovits, R.A. ; Hedin, D.P.~Adam, V. Tucson, AZ : Associates for Youth Development. New designs for youth development. Nov/Dec 1982. v. 3 (2). p. 9-13, 16-18. ill., maps. Includes references. (NAL Call No.: DNAL HQ793.N48).

This study explored the personal, interpersonal, organizational, and social and cultural variables which lead to effective and sustained participation in youth organizations. To accomplish this the authors studied patterns of youth participation in a variety of organizations in Israel and the U.S. Three major categories were identified: programs in which young people offer direct community service to others on a volunteer basis, traditional youth organizations such as scouts and 4-H in the United States, and adolescent groups as policy-making forums at the school, neighborhood or city level. The clear difference between Israeli and American programs was the population targeted. The Israeli youth organizations offered assistance to all population groups regardless of the problem area while the American program focused exclusively on working with the adolescent peer group.

0321

**Moral education: An evaluation of the effect of moral dilemma discussions for sixth graders.**

Rosenkoetter, L.I. ; Alderman, M.K.~Nelson, R.~Ottaviano, M. Tucson : The Journal. The Journal of early adolescence. Spring 1982. v. 2 (1). p. 75-82. Includes references. (NAL Call No.: DNAL HQ796.J62).

This study evaluated the effectiveness of classroom moral dilemma discussions. The moral reasoning of sixth graders was

assessed before and after an eight week moral education program. Students lead by teachers extended training made greater progress than students led by teachers with limited preparation. Likewise, classrooms led by teachers who were able to assess students' level of moral reasoning were more effective. Results failed to indicate a strong relationship between traditional student measures and stage growth induced by developmental moral education.

0322

**The myth of clinical judgment.**

JSISAF. Biklen, D. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. Spring 1988. v. 44 (1). p. 127-140. Includes references. (NAL Call No.: DNAL HM1.A3J65).

Professions that provide services to people with disabilities typically do so from a clinical perspective. Yet evidence on the exercise of clinical judgment raises a number of questions about its influence. Other factors such as economics, bureaucratic exigency, politics, service traditions, and societal prejudice may render reliance on clinical judgment little more than a mythology. This paper examines the status of clinical judgment in two areas of policy and practice, namely, placement of students in special education settings, and residential placements and programs for people with developmental disabilities.

0323

**The myth of self-actualization.**

Daniels, M. Beverly Hills, Calif. : Sage Publications. Journal of humanistic psychology. Literature review. Winter 1988. v. 28 (1). p. 7-38. Includes references. (NAL Call No.: DNAL BF1.J682).

I argue that the primary function of a theory of self-actualization is to establish a myth of human development that provides conceptual support for people seeking fulfillment and offers clear normative guidance. An examination of Maslow's theory reveals inadequacies as a mythical interpretation of personal development. There are ambiguities and contradictions in the theory, and several conceptual elements may inhibit or corrupt the process of self-actualization. The failure of theory is due, I suggest, to confusing the project with naturalistic science and to the adoption of metaphors (biological) and methods (empirical) that are fundamentally inappropriate. A more fruitful approach may be found in emphasizing a mythical perspective from which life becomes a shared quest for the human good.

0324

**A naturalistic view of conflict between adolescents and their parents and siblings.**

Montemayor, R. ; Hanson, E. Tucson : The Journal. The Journal of early adolescence. Spring 1985. v. 5 (1). p. 23-30. Includes references. (NAL Call

No.: DNAL HQ796.J62).

Reports of conflicts between adolescents and their parents and siblings were obtained from tenth-graders through interviews conducted over the telephone. The highest levels of conflicts were found for the mother-adolescent and same-sex sibling relationship, while few conflicts were reported with fathers. Most arguments with parents and siblings were about interpersonal issues and a minority concerned rule enforcement. Withdrawal was the most common conflict resolution technique found with parents and siblings. The results of this study show that disagreements with parents and siblings are equally frequent, largely about the same issues, and resolved in similar ways. These findings cast doubt on the notion that quarrels with parents are really about independence, and support the view that they are simply instances of general interpersonal conflict, which occur whenever the actions of one person interfere with the actions of another.

0325

**Needs assessment for school-age child care in Las Cruces, New Mexico /prepared by Garlene G. Petersen, Cathleen T. Love, Merrilyn N. Cummings.**

Petersen, Garlene G. ; Love, Cathleen T. ~ Cummings, Merrilyn N. 1987. Cover title. ~ "February 1987." 14, 4 leaves : forms ; 28 cm. Bibliography: leaf 14. (NAL Call No.: DNAL HQ778.6.P4).

Abstract: While the media emphasis on latchkey children is growing, there has been little systematic inquiry to determine the number of children involved in self-care. There have been few documented local studies done to assess the number of latchkey children. This study assessed the need in Las Cruces, New Mexico. One purpose of this study conducted in the Spring of 1986 was to determine how children in grades kindergarten through fifth are cared for before school, after school and during the summer. An additional dimension of the study was to determine how many respondents would utilize school-based child care before school, after school and during the summer, and how much they would be willing to pay for each type of care. Another aspect was to determine how safe neighborhoods were perceived to be. These purposes were designed to make an assessment of school-age child care needs in Las Cruces, New Mexico.

0326

**The neighborhood walk sources of support in middle childhood /Brenda K. Bryant ; with commentary by Ross D. Parke.**

Bryant, Brenda K. ; Parke, Ross D. Chicago : Child Development Publications, the University of Chicago Press, 1985. vi, 122 p. : ill. ; 23 cm. Includes bibliographies. (NAL Call No.: DNAL BF723.S6B7).

Abstract: This report documents children's perceptions of their involvement with self-development, family members, and members of the community and begins to test the relation between that network and

aspects of social-emotional functioning during middle childhood. One hundred sixty-eight children residing in nonmetropolitan and rural northern California participated. Each child was taken on a Neighborhood Walk, and then several measures of social-emotional functioning were administered.

Cross-sectional data form the empirical basis for a developmental perspective on sources of support, the structure of social-emotional functioning, and the relationship between sources of support and social emotional functioning during middle childhood. The child's perception of support was found relevant to predicting the social-emotional functioning of children growing up in relatively secure and low-stress conditions in modern American society.

0327

**New designs for youth development.**

Tucson, Az. : Associates for Youth Development, 1979-. New designs for youth development. Title from caption. v. : ill. ; 28 cm. (NAL Call No.: DNAL HQ793.N48).

0328

**New interventions for children and youth action-research approaches /Robert N. Rapoport.**

Rapoport, Robert N. Cambridge England ; New York : Cambridge University Press, 1987. viii, 275 p. : ill. ; 24 cm. Includes bibliographies and index. (NAL Call No.: DNAL HV741.R3).

Abstract: This book examines ten projects that represent new approaches to the mental health problems of children and youth. Each of the projects is described and analyzed as a case study - revealing how the new intervention took form, what contribution was expected from a collaborative relationship with a behavioral scientist, and what the actual experiences were in attempting to apply and disseminate knowledge arising from such a relationship. The collaborative-interactive relationship between the author and the project directors was termed "action-research".

0329

**No contest the case against competition /Alfie Kohn.**

Kohn, Alfie. Boston : Houghton Mifflin, 1986. Includes index. viii, 257 p. ; 24 cm. Bibliography: p. 229-246. (NAL Call No.: DLC HM291.K634 1986).

Abstract: This book examines the myth of competition prevalent in American society today. The author covers the various issues associated with competition such as competition and production in the work force, sport competition, interpersonal relationships, and women and competition. At the conclusion, suggestions are offered to lessen the role competition has in today's society. An extensive bibliography is included.

0330

"Nobody told me it was rape" a parent's guide for talking with teenagers about acquaintance rape and sexual exploitation /by Caren Adams and Jennifer Fay.

Adams, Caren, 1946-. ; Fay, Jennifer, ; 1949-. Santa Cruz, CA : Network Publications, 1984. 25 p. ; 26 cm. (NAL Call No.: DNAL HQ57.A3).

Abstract: This booklet looks at the sexual challenges and hazards facing teens and suggests ways to talk to them about date rape and sexual exploitation. It provides definitions, sample adult to teen dialog, and an indepth discussion on media impact and prevention. This publication discusses methods of assisting youth at risk in the area of sexual activity.

0331

**Non-formal education in organizations for American youth.**

Erickson, J.B. Washington, D.C. : Office of Human Development Services, Department of Health and Human Services. Children today. Jan/Feb 1986. v. 15 (1). p. 17-25. Includes references. (NAL Call No.: DNAL HV701.C51).

This article looks at education occurring in different youth organizations in America rather than the formal educational setting. The structure and function of some of these organizations (i.e., the Girls Club, the YMCA, 4-H clubs, etc.) are mentioned. Despite their diverse origins and differences, these organizations have a common goal of transferring parts of the nation's heritage.

0332

**Objective and subjective attractiveness and early adolescent adjustment.**

Jovanovic, J. ; Lerner, R.M.~Lerner, J.V. London : Academic Press. Journal of adolescence. June 1989. v. 12 (2). p. 225-229. Includes references. (NAL Call No.: DNAL RJ499.A1J57).

Using data from the Pennsylvania Early Adolescent Transitions Study (PEATS), this study assessed how objective physical attractiveness (PA), indexed by appraisals from others, and subjective PA, indexed by self-appraisals, relate to each other and, in turn, to early adolescent adjustment (indexed by self-esteem and anxiety). Findings indicated a low relationship between objective and subjective PA. Only subjective PA was associated with adjustment.

0333

**The Othello effect. Essay on the emergence and eclipse of skeptical doubt.**

Chandler, M. Basel : S. Karger. Human development. Literature review. May/June 1987. v. 30 (3). p. 137-159. Includes references. (NAL Call No.: DNAL RC952.A1H85).

The purpose of this essay is to explicate a developmental course along which young persons commonly are led to question their own standards of belief entitlement. Utilizing as a source model

a counterpart sequence of traditional philosophic concerns, a train of increasingly disabling uncertainties is described that, once set in motion, routinely carries such adolescent epistemologists through familiar stations of objectivism, dogmatism, and nascent skeptical doubt. The effect of this effort to reread the common crises of adolescent development as automatic by-products of the struggle to achieve some intellectual authority in a relativized world is to normalize and add dignity to a process that is too often written off to hormonal imbalance or a flight from adult responsibilities.

0334

**Outcome values and aggression.**

CHDEAW. Boldizar, J.P. ; Perry, D.G.~Perry, L.C. Chicago, Ill. : University of Chicago Press. Child development. June 1989. v. 60 (3). p. 571-579. Includes references. (NAL Call No.: DNAL RJ1.C3).

We hypothesized that aggressive children attach more value (or importance) to the rewarding outcomes of aggression and attach less value to the negative outcomes of aggression than do nonaggressive children. We also hypothesized that boys value the positive outcomes of aggression more than girls but value the negative outcomes of aggression less than girls. Aggressive and nonaggressive children of both sexes (mean age 10.6 years) responded to a questionnaire that required them to indicate how much they would care if specific consequences were to ensue from acts of aggression by themselves toward peers. Compared to nonaggressive children, aggressive children placed more value on achieving control of the victim and placed less value on suffering by the victim, retaliation from the victim, peer rejection, and negative self-evaluation. Boys differed from girls in the same ways that aggressive children differed from nonaggressive children. Results indicate that outcome values, which should be distinguished from outcome expectancies, make a unique contribution to the prediction of aggression.

0335

**Parent-adolescent intimacy: impact on adolescent functioning.**

LeCroy, C.W. San Diego, Calif. : Libra Publishers. Adolescence. Spring 1988. v. 23 (89). p. 137-147. Includes references. (NAL Call No.: DNAL HQ793.A44).

This paper examines the influence of parent-adolescent intimacy on adolescent functioning. Intimacy for both adolescent males and females was assessed in relation to their mothers and fathers. Adolescent development was measured using two scales: self-esteem and problem behavior. No significant differences were found between males and females on the measures of self-esteem, problem behavior, and intimacy. However, mothers were found to share greater degrees of intimacy than did fathers for both male and female adolescents. A

regression analysis revealed that father intimacy was a better predictor of positive adolescent functioning than was mother intimacy.

0336

**Parent-adolescent relations in adolescents whose parents are divorced.**  
Smollar, J. ; Youniss, J. Tucson : The Journal. The Journal of early adolescence. Spring 1985. v. 5 (1). p. 129-144. Includes references. (NAL Call No.: DNAL HQ796.J62).

Three groups of adolescents, each living with their mothers but not their fathers, were empirically defined through assignment of positive and negative adjectives for parent-self relationships. The same subjects also chose mothers or fathers as the persons with whom they were most likely to discuss six kinds of topics and with whom they were most likely to communicate five qualitative ways. The group that defined itself as positive with mothers and negative with fathers differed from the group that had defined itself as negative to mothers and neutral to fathers on most of the 11 other measures. A third group that was neutral to mothers typically scored intermediately on the 11 other measures. The results potentially represent three types of parent-adolescent relations in adolescents from families of divorce. Results are discussed in terms of their bearing on the development process of individuation.

0337

**Parent-youth power dimensions and the behavioral autonomy of adolescents.**  
Peterson, G.W. Tucson, AZ : H.E.L.P. Books. Journal of adolescent research. Summer 1986. v. 1 (2). p. 231-249. Includes references. (NAL Call No.: DNAL HQ793.J68).

The purpose of this study was to determine: whether adolescents were perceived by parents as having power, and whether dimensions of adolescent and parental power predicted teenagers' behavioral autonomy. Questionnaire data were collected from a sample of 392 adolescents and their parents. Factor analysis and multiple regression were used to analyze the data. The results indicated that adolescents were perceived by their parents as having expert, legitimate, referent, reward, and coercive power. In addition, adolescent and parental power predicted the progress of adolescents toward behavioral autonomy from parents. A major conclusion from these findings was that adolescents are capable of becoming autonomous while retaining close ties with parents.

0338

**Parental agreement on child rearing during early childhood and the psychological characteristics of adolescents.**

CHDEAW. Vaughn, B.E. ; Block, J.H.~Block, J. Chicago, Ill. : University of Chicago Press. Child development. Aug 1988. v. 59 (4). p.

1020-1033. Includes references. (NAL Call No.: DNAL RJ1.C3).

In previous research, an index of parental agreement regarding child-rearing orientations was found to relate to the quality of children's psychological functioning from 3 to 7 years of age. For this study, the parental agreement index, derived when their children were 3 years old, was related to a variety of psychological measures and personality descriptions obtained when the children were adolescents. Reliable differences were found in the patterning of relations for boys and girls wherein parental agreement during early childhood was associated with tested intelligence, aspects of moral judgment, and dimensions of personality derived from self-reports for boys but not for girls. For adolescent girls, early parental agreement was associated with the congruence of "self" and "ideal-self" descriptions (i.e., self-esteem). For both girls and boys, parental agreement was associated with personality descriptions provided by observers; however, it was only in the sample of girls that early parental agreement significantly correlated with Q sort criterion scores referencing ego-undercontrol and ego-resiliency. These findings suggest that early family socialization experiences are importantly but differently salient for boys and girls with respect both to psychological content and the developmental timing of effects. The data suggest that socialization researchers consider the likelihood that developmental paths to competence differ markedly for girls and boys.

0339

**Parental and peer ethnotheory demands, temperament, and early adolescent adjustment.**

Nitz, K. ; Lerner, R.M.~Lerner, J.V.~Talwar, R. Tucson, Ariz. : The Journal. The Journal of early adolescence. Fall 1988. v. 8 (3). p. 243-263. Includes references. (NAL Call No.: DNAL HQ796.J62).

Parents or peers may differ in their preferences and aversions for particular temperamental characteristics and, as such, in their attitudes about whether a given temperament attribute creates difficulty in social interactions. This set of attitudes is termed an "ethnotheory" of temperamental difficulty. This study sought to determine: (a) whether adolescents' temperaments better match, or fit, the ethnotheories of parents or peers; and (b) whether adolescents whose temperaments reflect a good fit with parental and/or peer ethnotheories are better adjusted than those adolescents whose behavior reflects a poor fit. Using data from the Pennsylvania Early Adolescent Transitions Study, these issues were addressed by assessing parents' and peers' ethnotheories for early adolescent temperament over the course of the sixth grade. Results indicated that although parents and

peers had different ethnotheories, adolescents' temperaments were at levels which would not cause actual difficulty for either parents or peers. Finally, temperament-ethnotheory fit, especially in regard to parents was related more to adolescent adjustment in the home, in the school, and with peers than was temperament alone.

0340

**Parental choice of self-care for school-age children.**

JMFAA6. Cain, V.S. St. Paul, Minn. : National Council on Family Relations. Journal of marriage and the family. Feb 1989. v. 51 (1). p. 65-77. Includes references. (NAL Call No.: DNAL HQ1.J86).

This article provides national estimates from the December 1984 Current Population Survey of the number of school-age children who, in the past four weeks, had been in self-care or in the care of a sibling or other person under the age of 14 either before school, after school, or at night. A logit model is then used to analyze, first, the use of nonparental care and, second, the choice of self-care for their children by parents who use nonparental care. The results suggest that self-care is more likely to be used by middle- and upper-income white mothers living in suburban or rural areas, with no other adults in the household, for older children, and for only a short time each day, than by other mothers.

0341

**Parental entrepreneurship: a consumerist response to professional dominance.**

JSISAF. Darling, R.B. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. Spring 1988. v. 44 (1). p. 151-158. Includes references. (NAL Call No.: DNAL HM1.A3J65).

This article explores the development of activism among parents of disabled children. Based on research with parents using a symbolic interactionist perspective, it discusses the predisposing conditions and situational contingencies that encourage parents to become activists for their children. Parental activism is viewed as a response to the failure of society to provide sufficient or appropriate resources to meet the needs of disabled children and their families. It involves seeking information and control and challenging authority. Development of the role is nurtured by interactions with others in similar situations and may result in a careerlike pattern, or entrepreneurship, as a way of life.

0342

**Parental influence on attitudes toward institutional authority.**

JGPAI. Rigby, K. Washington, D.C. : Heldref Publications. Journal of genetic psychology. Sept 1988. v. 149 (3). p. 383-391. Includes references. (NAL Call No.: DNAL BF713.J68).

The author analyzed questionnaires from

50 students in England to determine how youths' attitudes toward institutional authority are developed. Two theories were tested. 1) Attitudes toward institutional authority are passed from parent to offspring. 2) These attitudes are formed as a result of "childhood experiences with the trustworthiness of parental authorities." The author found student's attitudes to have a positive and significant relationship to perceived attitudes of the parents, although students perceive their parents to be more proauthority than themselves. The study suggests that these attitudes are passed from parent to offspring, but they are not affected by youths' past experience with parental trustworthiness.

0343

**Parental influences of adolescent self-esteem.**

Openshaw, D.K. ; Thomas, D.L.-Rollins, B.C. Tucson : The Journal. The Journal of early adolescence. Fall 1984. v. 4 (3). p. 259-274. Includes references. (NAL Call No.: DNAL HQ796.J62).

Two contemporary theoretical explanations of adolescent self-esteem, symbolic interaction and social learning, were investigated and compared. Special attention focused on the relative effect of selected variables, representing each explanation, four dimensions of self-esteem. A stratified random sample of 184 families with adolescents provided self-report data. Multiple regression and bivariate analysis resulted in evidence for the general conclusions that: (1) adolescent self-esteem was more a function of the reflected appraisal of the parents than it was of adolescents modeling their parents' self-esteem; and (2) female adolescents were more likely to be influenced by their parents than were male adolescents. In addition, the study suggests that when researchers investigate adolescent self-esteem, it is essential that they take into account its various dimensions, as well as the sex of the parent and the adolescent.

0344

**Parental self-esteem and its relationship to childrearing practices, parent-adolescent interaction, and adolescent behavior.**

JMFAA6. Small, S.A. St. Paul, Minn. : National Council on Family Relations. Journal of marriage and the family. Nov 1988. v. 50 (4). p. 1063-1072. Includes references. (NAL Call No.: DNAL HQ1.J86).

The present investigation examines the relationship between parental self-esteem and various aspects of parent-adolescent interaction and adolescent behavior. The sample consisted of 139 parent-child dyads. Both parents and children were administered questionnaires that assessed various dimensions of the parent-child relationship as well as the parent's self-esteem and several aspects of the adolescents's behavior. The

findings indicate that there is a relationship between a parent's feelings of self-worth and the behavior he or she employs when interacting with adolescent offspring and the child's independence and desire for greater autonomy. In general, these relationships were more frequently found to exist for mothers than for fathers and were more likely to be related to control-autonomy and communication dimensions of parent-child interaction than to support or conflict dimensions. More specifically, mothers with higher self-esteem were more likely to provide their children with greater decision-making freedom, communicate better, be less concerned about their children's behavior, view their children as more independent, and have children who were more satisfied with the amount of autonomy they were given. Fathers with higher self-esteem reported better communication with their children and were less likely to report using physical forms of discipline.

0345

**Parents' beliefs about children's cognitive development.**

CHDEAW. Miller, S.A. Chicago, Ill. : University of Chicago Press. Child development. Literature review. Apr 1988. v. 59 (2). p. 259-285. Includes references. (NAL Call No.: DNAL RU1.C3). Parents' beliefs about children's cognitive development are of interest both as a form of adult social cognition and for their possible effects on parents' behavior and children's development. This article divides beliefs into 2 general categories: beliefs about developmental processes and beliefs about specific abilities. After an initial presentation of methods and descriptive data for each category, the discussion is organized in terms of 3 issues: origins of parents' beliefs, relations between beliefs and parental behavior, and relations between beliefs and children's cognitive development. The evidence indicates that parents do hold beliefs of various sorts and that these beliefs often relate in predicted ways to hypothesized determinants, to parental child rearing practices, and to children's development. On the negative side, predicted relations are not always found, they are generally small in magnitude, and their causal basis is often not clear. 4 suggested directions for future research are discussed.

0346

**Parent's ideas, actions, and feelings: models and methods from developmental and social psychology.**

CHDEAW. Goodnow, J.J. Chicago, Ill. : University of Chicago Press. Child development. Literature review. Apr 1988. v. 59 (2). p. 286-320. Includes references. (NAL Call No.: DNAL RU1.C3). Research on parents' ideas has been described as flourishing but relatively atheoretical, and as in need of closer attention to possible methods. To help meet these problems, this review draws together research by developmentalists on parents' ideas about parenting and

development, and research in social psychology on attitudes, schemas, and social categorization. The review notes first the presence of a common topic--"social cognition"--and some common features to the history of research by developmental and social psychologists on the topic. It proceeds to outline developmental and social approaches to common issues: the likelihood of change vs. perseverance in ideas; the sources of ideas (constructions from individual experience vs. cultural scripts); links between ideas and actions; links between ideas and feelings; and the impact of one generation's ideas upon the development of the next. For each of these issues, the aim is to demonstrate how model and methods in social psychology can be used to benefit research on parents' ideas. For research on parents, the general argument is that the critical steps in any analysis of ideas and their interactions with actions, feelings, or outcomes are the explicit statement and development of hypotheses and the search for promising methods to accompany them. For developmental psychology in general, the review is offered as an example of the benefits to drawing from fields such as social psychology, and as a filtered introduction to some relevant but often unfamiliar material.

0347

**Pathways to adulthood creating successful programs to prepare teens for independence /edited by Kris G. Mayne.**

; Mayne, Kris G. Tulsa : National Resource Center for Youth Services, University of Oklahoma, c1988. vii, 168 p. : ill. ; 23 cm. Bibliography: p. 160-168. (NAL Call No.: DNAL HV881.P3). Abstract: This publication serves as a resource of ideas for creating successful programs to prepare teens for independent living. Directed more specifically towards youth discharged from foster homes the guide investigates development of self-sufficiency skills through experimental learning. Learning responsibilities of day to day living occurs in environments which provide rewards for success and opportunities to learn from errors. It describes philosophies of successful programs and identifies challenges and obstacles.

0348

**Pediatric AIDS: an overview.**

Hutchings, J.J. Washington, D.C. : Office of Human Development Services, Department of Health and Human Services. Children today. May/June 1988. v. 17 (3). p. 4-7. Includes references. (NAL Call No.: DNAL HV701.C51). The increasing incidence of children with AIDS in the American Society is being examined by this report. Data from the Surgeon General's Report on Children with HIV Infection and Their Families are used in writing this report. Topical areas covered include the incidence of AIDS, history of pediatric AIDS activities, characteristics of pediatric AIDS, and programs and services for

pediatric AIDS. As of February 1988, 820 cases of AIDS were reported among children under 13 years of age. Of these cases, blacks had a greater incidence of infection (53%) than did whites (23%) or Hispanics (23%).

0349

**Perceived parent and teacher socialization styles on self-esteem in early adolescence.**

Streitmatter, J. ; Jones, R.M. Tucson : The Journal. The Journal of early adolescence. Summer 1982. v. 2 (2). p. 151-161. Includes references. (NAL Call No.: DNAL HQ796.J62).

The responses of a sample of 1,026 female and 959 male early adolescents were examined to determine the influence of parent and teacher power on self-esteem. Several findings are indicated. Little significant correlation between items on the parent scale was found. A series of discriminant analyses was employed to examine the relationship between early adolescent self-esteem and perceptions of parent and teacher socialization styles. The self-esteem of girls does not appear to be strongly influenced by parents' or teachers' perceived styles. Conversely, boys may be more externally controlled at this age. With the earlier initiation of that notion, girls also begin the emotional separation from parents, or striving for independence and autonomy, at an earlier age as well.

0350

**The perceived quality of leisure experiences among smoking and nonsmoking adolescents.**

Smith, E.A. ; Caldwell, L.L. Tucson, Ariz. : The Journal. The Journal of early adolescence. Feb/May 1989. v. 9 (1/2). p. 153-162. Includes references. (NAL Call No.: DNAL HQ796.J62).

The leisure experiences of 1,407 smoking and nonsmoking adolescents were contrasted with respect to their perceived quality. Leisure attitudes and behavior were measured with regard to both the adolescents' general approach to free time and their most common use of free time. Compared with nonsmokers, adolescents who smoked during their most common leisure activity were found to be more bored, and less challenged; they felt less competent and evaluated their performance more severely. Similarly, a general pattern of cigarette smoking over the previous year was associated with a general perception of leisure time as having produced boredom, anxiety, a feeling of low competence, and less challenge. Smokers and nonsmokers, however, were equally aware of leisure opportunities. These findings indicated that adolescents who smoke find their leisure time to be qualitatively less fulfilling than do nonsmoking adolescents.

0351

**Perceptions of child rearing and adolescent sex role development.**

Ziegler, C. ; Dusek, J.B. Tucson : The Journal. The Journal of early adolescence. Summer 1985. v. 5 (2). p. 215-227. Includes references. (NAL Call No.: DNAL HQ796.J62).

A total of 185 adolescent males and females from grades 6, 8, 10 and 12 completed the Bem Sex Role Inventory and the Children's Report of Parental Behavior Inventory in a study aimed at relating perceptions of child rearing to sex role development. As expected, perceiving the parents as warm and accepting was associated with androgynous and feminine sex roles. Perceiving the parents as more rigidly controlling was associated with feminine sex roles. Perceiving the parents as more rigidly controlling was associated with a feminine sex role. It was speculated that perceiving the parents as accepting allows the adolescent to explore a variety of aspects of self-development, including cross sex-typed behavior, and that perceiving the parents as controlling is related to a dependency oriented sex role. Grade level and gender differences in perceptions of mother's and father's child rearing generally supported predictions that parents would be seen as more accepting by younger than older adolescents and that females would view their parents as more accepting but also as more controlling than would males. The results illustrate the utility of relating perceptions of child rearing to aspects of adolescent development and provide validity data for the CRPBI.

0352

**Perceptions of the peer group and friendship in early adolescence.**

Crockett, L. ; Losoff, M.~Petersen, A.C. Tucson : The Journal. The Journal of early adolescence. Summer 1984. v. 4 (2). p. 155-181. Includes references. (NAL Call No.: DNAL HQ796.J62).

Perceptions of peer relationships were assessed in a sample of 335 boys and girls followed longitudinally from sixth through eighth grade. Semiannual interviews provided data on perceptions of the school peer group and individual friendships. As anticipated, the clique, or friendship group was found to be an important feature of the peer group, and both the importance attributed to cliques and positive attitudes towards cliques increased over time. Boys and girls considered the same qualities to be important for success in the peer group, although the relative importance attributed to these qualities differed by sex. Daily friendship interactions were found to take up a substantial portion of the adolescents' free time. Some aspects of intimacy were reported in same sex-friendships, particularly among girls. In most cases, however, this closeness did not replace closeness to parents. Intimacy in cross-sex friendships was rarely reported, but interest in the other sex and heterosocial interaction increased of

the period studied.

0353

**Perceptions of the Virginia 4-H educational program as held by superintendents, principals, and teachers /by Maynard Sexton Burkett.**  
Burkett, M. Sexton. 1980. Thesis (Ph.D.)--Ohio State University, 1980. Vita.~ Typescript (photocopy). xvi, 266 leaves ; 28 cm. Bibliography: leaves 259-266. (NAL Call No.: DNAL S533.F66B85).

**Abstract:** This study was to gain a better understanding of the perceptions that Virginia school personnel held for the Virginia Polytechnic Institute and State University Extension Division's 4-H educational program. The target population of Virginia school personnel identified for this study consisted of superintendents, principals, and teachers with in-school 4-H component in grades 4-7. Data was solicited via a 4-H survey mailed to a random sample of school personnel. Differences in perceptions toward the areas of 4-H : a). Teachers held perceptions toward the 4-H curriculum which were significantly more positive than those held by superintendents, and b) both superintendents and principals held perceptions regarding some aspects of volunteering which were significantly lower than those held by teachers.

0354

**Perceptions of 4-H alumni from four Ohio counties concerning the impact of 4-H on their career development /by Janet Kingsbury Matulis.**

Matulis, Janet Kingsbury, 1958-. c1984. Thesis (M.S.)--Ohio State University, 1984. x, 169 leaves ; 28 cm. Bibliography: leaves 162-169. (NAL Call No.: DNAL S533.F66M35).  
**Abstract:** This study was to identify the perceptions of 4-H alumni from four Ohio counties concerning the impact of 4-H on their career development, as well as their current education/occupational and 4-H involvement characteristics. A researcher-developed questionnaire was mailed to a stratified random sample. Alumni felt that 4-H had much impact on their self-awareness, particularly concerning positive interests and abilities. 4-H tended to have much impact upon the development of general work competencies reflecting humanizing skills and good work habits but had very little in the development of job-seeking skills related to interviews, applications, and resumes. Alumni perceived 4-H as having great impact on general career awareness and less impact on more specific areas of career exploration and selection. However, county 4-H agents, 4-H leaders, and other 4-H members were perceived as having very little impact on alumni career planning.

0355

**Performance of adolescents following instruction in conditional reasoning: a six-month follow-up.**

Lane, D.S. Jr. ; Campbell, N.J. Tucson, AZ : H.E.L.P. Books. Journal of adolescent research. Winter 1986. v. 1 (4). p. 417-430. Includes references. (NAL Call No.: DNAL HQ793.J68).

One of the more controversial subjects in adolescent research is the ability of instruction to affect performance and ability of a formal operational task. This study investigated the ability of instruction to improve the development of conditional reasoning skills in younger adolescents. Participants (N=61) were instructed in conditional reasoning utilizing two 50-minute question and answer periods and concrete materials. Adolescents in the rule group were given the conditional syllogism while adolescents in the discovery group were not given the syllogism until they had "discovered" the inherent syllogism based on concrete materials presented. Performance was measured prior to, immediately after, two weeks after, and six months following instruction. When compared to non-instructed children's performance (N=32) instructed subjects made significant performance gains until the six month follow-up when performance reverted to pre-instruction levels. Implications include the interaction of instruction and reasoning development. Discussion centered on the attentional capacity and mental effort required in conditional reasoning.

0356

**The personality characteristics of adolescents who use and misuse alcohol.**  
Mayer, J.E. San Diego, Calif. : Libra Publishers. Adolescence. Summer 1988. v. 23 (90). p. 383-404. Includes references. (NAL Call No.: DNAL HQ793.A44).

The relationship between alcohol use and misuse and personality was investigated using 347 high school students. Students were tested with a battery which included measures of alcohol involvement (AAIS) and personality (CPI). The results demonstrated that as adolescents increasingly became involved in alcohol, the more their personality characteristics differed from those adolescents not involved or minimally involved with alcohol. The implications are discussed in light of past theories of alcohol misuse in adolescence.

0357

**Perspective taking and peer interaction: structural and developmental analyses.**  
CHDEAW. LeMare, L.J. ; Rubin, K.H. Chicago, Ill. : University of Chicago Press. Child development. Apr 1987. v. 58 (2). p. 306-315. Includes references. (NAL Call No.: DNAL RJ1.C3).

The primary aim of the present research was to further examine a model of perspective taking presented by Edelstein, Keller, and Wahlen. 2 versions of a perspective-taking task were administered to children in kindergarten and grades 1 and 3. The

kindergarten and grade 1 children represented a longitudinal sample. Data were scored according to Edelstein et al.'s criteria. The results obtained differed somewhat from those of Edelstein et al. These results are discussed in terms of their implications for a structural developmental approach to perspective taking and for the task analysis approach to social-cognitive measures. The second aim of this research was to examine the relations between perspective taking and social experience. Peer interactive experience was assessed in the kindergarten and grade 3 samples by means of behavioral observations and peer assessments, respectively. In grade 3 only, there was a significant relation between peer sociability and perspective taking. These results are discussed in terms of Piaget's position concerning peer experience and social-cognitive development.

0358

**Picking up the pieces: The effects of parental divorce on adolescents with some suggestions for school-based intervention programs.**

Montemayor, R. Tucson : The Journal. The Journal of early adolescence. Literature review. Winter 1984. v. 4 (4). p. 289-314. Includes references. (NAL Call No.: DNAL HQ796.J62).

Four aspects of the effects of divorce on adolescents are examined in this review. First, some of the recent changes that have taken place in the American family are examined, specifically changes in the number of divorces. Second, the effects of divorce on adolescent development are reviewed, especially possible consequences on intellectual performance and academic achievement. Also examined are the effects of divorce on personality development and social relations. Third, differences in adolescents' reactions to parental divorce are discussed and some factors which either facilitate or retard adjustment to the divorce of parents are identified. Fourth, some suggestions are made for school-based interventions that might help ameliorate some of the negative consequences of parental divorce on adolescent functioning.

0359

**Pluralism in children's reasoning about social justice.**

CHDEAW. Thorkildsen, T.A. Chicago, Ill. : University of Chicago Press. Child development. Aug 1989. v. 60 (4). p. 965-972. Includes references. (NAL Call No.: DNAL RJ1.C3).

To determine if children construe the fairness of societal practices as dependent on the implicit contract or definition of a situation, first ( $M = 6.8$  years), third ( $M = 8.8$  years), and fifth ( $M = 11.0$  years) graders were questioned about 3 situations: one emphasizing learning or mastery, a contest, and a test. For each situation, they judged the fairness, alterability of fairness, effectiveness, and

harmfulness of 3 teaching or coaching practices: having more able individuals help the less able, having individuals compete publicly, and having them perform independently. Children judged the fairness and effectiveness of each practice differently for each situation. They also recognized that unfair practices could become fair with participant consensus or over time, and that the potential of a practice to cause harm differed depending upon the context. These results were comparable for educational and athletic activities. In these respects, children's conceptions of the fairness of societal practices resemble those of philosophers who advocate pluralistic conceptions of justice.

0360

**Polar versus milestone variables in adolescent ego development.**

Kishton, J. ; Starrett, R.H.~Lucas, J.L. Tucson : The Journal. The Journal of early adolescence. Spring 1984. v. 4 (1). p. 53-64. Includes references. (NAL Call No.: DNAL HQ796.J62).

Ego development and impulsivity data were collected from an early adolescence group (Mean age=14.8) and late adolescence group (Mean age=18.7). Ego development was measured with the Washington University Sentence Completion Test. The WUSCT is a 36-item sentence completion projective test developed by Loewinger. Impulsivity was measured through the use of the impulsivity and risk taking scales developed by Eysenck. The interrater reliability of the WUSCT was established and parcels of ego development, impulsivity, and word count items were entered into a parcel factor analysis. The factor analysis revealed differences in the order and strength of the factors for the two adolescence groups. Ego development was significantly higher in the older group and impulsivity seemed to be a more substantial component of ego functioning for the early adolescence group. The feasibility of factor analyzing the WUSCT was demonstrated and future directions for identity and ego development research were suggested.

0361

**Policy research and child passenger safety legislation: a case study and experimental evaluation.**

JSISAF. Fawcett, S.B. ; Seekins, T.~Jason, L.A. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. Summer 1987. v. 43 (2). p. 133-148. Includes references. (NAL Call No.: DNAL HM1.A3J65).

Car accidents are the leading cause of death for children over 1 year old. Successful attempts to enact child passenger safety legislation illustrate a potential role for public policy in reducing the risk of injury and death to children. This report describes the development and use of research information to influence decisions on child passenger safety bills before state legislatures in Kansas and

Illinois. In a case study in Kansas and a controlled experiment in Illinois, data were presented to respective legislatures on direct observations about how often the problem occurs; also presented were ratings on the importance of child passenger safety and the social acceptability of government regulations in this area. This research study examines the implications of using psychological research methods to influence policy formulation and the enactment of social legislation.

0362

**The politics of physical differences: disability and discrimination.**

JSISAF. Hahn, H. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. Spring 1988. v. 44 (1). p. 39-47. Includes references. (NAL Call No.: DNAL HM1.A3J65).

Although a "minority-group" model has emerged to challenge the traditional dominance of the "functional-limitations" paradigm for the study of disability, research on attitudes toward disabled people has not produced a theoretical orientation that reflects these developments. This paper proposes a new conceptual framework, based on the fundamental values of personal appearance and individual autonomy, for assessing the "aesthetic" and "existential" anxiety aroused by persons with disabilities. Investigations using this perspective might contribute to determining the attitudinal foundations of the competing models that are dividing research on disability.

0363

**Positive attitudes Igetting a job / presented by Education Associates, Inc. ; produced by Melloan Creative Services.**

; Mauer, Shelley M.; 1953-~Hymer, Marsha. Frankfort, Ky. : The Associates, c1987. VHS. 1 videocassette (13 min.) : sd., col. ; 1/2 in. (NAL Call No.: DNAL Videocassette no.525).

Abstract: Live-action video emphasizes how a positive attitude in preparing for the job search increases the chances for employment. Stresses the importance of a positive self-concept during the interview. Provides helpful tips for exhibiting a positive attitude: being on time, having a good appearance, stressing good points, willingness to learn. Examines several interview situations in which success is measured by a positive attitude.

0364

**Positive attitudes toward disabled people: disabled and nondisabled persons' perspectives.**

JSISAF. Makas, E. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. Spring 1988. v. 44 (1). p. 49-61. Includes references. (NAL Call No.: DNAL HM1.A3J65).

This article addresses the differing perceptions that disabled and nondisabled persons may have of what

constitutes "positive" attitudes and behaviors toward people with physical disabilities. Quantitative and qualitative data are presented to suggest that the strain that frequently occurs during interactions between disabled and nondisabled individuals may derive more from misunderstandings of one another's expectations than from negative intentions. Suggestions are made, methodologically, for ways that these areas of misunderstanding can be isolated empirically, and conceptually, for ways that information can be exchanged to correct these misunderstandings.

0365

**Positive attitudes IIkeeping a job / presented by Education Associates, Inc. ; produced by Melloan Creative Services.**

; Mauer, Shelley M.; 1953-~Hymer, Marsha. Frankfort, Ky. : The Associates, c1987. VHS. 1 videocassette (10 min.) : sd., col. ; 1/2 in. (NAL Call No.: DNAL Videocassette no.524).

Abstract: More people lose their jobs due to a lack of a positive attitude than a lack of needed job skills. Live-action video stresses the positive attitudes necessary to keep a job. Included are accepting constructive criticism, keeping a good appearance, willing to improve skills, and being considerate of co-workers. Shows that a good attitude is vital in developing good working relationships with co-workers. Encourages a positive attitude on the job which leads to success.

0366

**Positive, negative, and neutral peer interactions as indicators of children's social competency: the issue of concurrent validity.**

JGPYAI. Rosen, L.A. ; Furman, W.~Hartup, W.W. Washington, D.C. : Heldref Publications. Journal of genetic psychology. Dec 1988. v. 149 (4). p. 441-446. Includes references. (NAL Call No.: DNAL BF713.J68).

This study examines the validity of behavioral measures used to analyze children's relationships with peers. The sample for this study was comprised of 258 preschool children from seven daycare centers that serve mainly white, middle-class families. Both behavioral observations of children during play time and individual interviews with each child were reviewed. During play time, trained observers made note of social interactions or lack thereof, and each child's actions were categorized as positive, negative or neutral. The interviews used "a picture-board sociometric nomination procedure" of the children in the class. The interviews and observations were analyzed to determine the relationship of sociometric status to certain behaviors.

0367

**Praise, reproof and persistence in preadolescent girls.**

Draper, T.W. Tucson : The Journal. The Journal of early adolescence. Winter 1981. v. 1 (4). p. 407-411. Includes references. (NAL Call No.: DNAL HQ796.J62).

Sixty ten and eleven year-old girls worked on a two-choice discrimination task under one of five conditions: no feedback; positive feedback following successes; positive feedback following failures; negative feedback following successes; and negative feedback following failures. The girls persisted longest on the task when they received positive feedback following failures. The argument is made that preadolescent girls attend most readily to the affective dimension of verbal feedback and that they are most motivated by positive statements that are not contingent on achievement or merit.

0368

**Pregnancy risk taking among adolescents.**

Philliber, S. ; Namerow, P.B.~Kaye, J.W.~Kunkes, C.H. Tucson, AZ : H.E.L.P. Books. Journal of adolescent research. Winter 1986. v. 1 (4). p. 463-481. Includes references. (NAL Call No.: DNAL HQ793.J68).

This research tests the utility of Kristin Luker's cost-benefit theory for adding to explanations of pregnancy risk taking among teenagers. The data come from interviews with 425 teen women in New York. The findings offer support for the Luker model, since in an equation also including background variables and level of ego development, four of the six Luker variables (the subjective probabilities of pregnancy and abortion and the disadvantages of pregnancy and birth control) were significantly related to pregnancy risk taking. The most parsimonious model to explain risk taking includes five Luker variables, as well as welfare history, a measure of previous risk taking, and level of ego development.

0369

**Premarital sexual involvement: a developmental investigation of relational correlates.**

Christopher, F.S. ; Cate, R.M. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1988. v. 23 (92). p. 793-803. Includes references. (NAL Call No.: DNAL HQ793.A44).

The present investigation examined the differential impact of important premarital relationship dimensions on the sexual expression of adolescent couples as they increased their emotional interdependence. Fifty-four monogamously dating couples retrospectively responded to measures of love, conflict, maintenance behaviors, ambivalence, relationship satisfaction, and sexual intimacy for four stages of dating. A series of multiple regression analyses revealed that conflict played a major role in predicting sexual intimacy in the early stages of dating, while love's influence increased as emotional

interdependence also increased. The other relationship dimensions differentially related to sexual involvement depending upon the stage of dating intimacy. This study revealed that not only love, but other relationship dimensions impact on the development of the sexual intimacy of adolescents.

0370

**Preparing for vocational choice.**

Mitchell, C.E. San Diego, Calif. : Libra Publishers. Adolescence. Summer 1988. v. 23 (90). p. 331-334. Includes references. (NAL Call No.: DNAL HQ793.A44).

Adolescents are often overwhelmed and disillusioned by the monumental and momentous task and risk of making a career choice. Adults in general and counselors in particular can assist them not only in being more realistic about their career expectations, but can be especially helpful by encouraging them to develop personal attributes and skills.

0371

**Preparing the learning disabled adolescent for adulthood.**

Smith, S.L. Washington, D.C. : Office of Human Development Services, Department of Health and Human Services. Children today. Mar/Apr 1988. v. 17 (2). p. 4-9. 111. (NAL Call No.: DNAL HV701.C51). Children with learning disabilities have a "hidden handicap". While they need intensive academic help to acquire educational skills to function well in society, it has been acknowledged that as children grow into adolescence and adulthood some of their learning disabilities do not go away. The author identifies seven more subtle life skills and abilities necessary for adolescents with learning abilities to acquire for successful transition to adulthood. The skills include: planning and organization, learning responsibility, language skills, socialization, problem solving and critical thinking, self-esteem, self awareness and self-advocacy. Recommendations of activities to teach skills are outlined.

0372

**Preschool children's self-presentations in situations with infants: effects of sex and race.**

CHDEAW. Reid, P.T. ; Tate, C.S.~Berman, P.W. Chicago, Ill. : University of Chicago Press. Child development. June 1989. v. 60 (3). p. 710-714. Includes references. (NAL Call No.: DNAL RU1.C3). Preschool children's self-presentations with infants in 2 different conditions were explored. Black and White boys and girls, age 4-6 years, were asked to pose for photographs with a same-sex peer and with an infant. Girls stood significantly closer, smiled more, and touched the baby more often than boys did. In addition, there were significant sex differences when children were asked to enact the same-sex parental role. Girls asked to act as "mommy" moved closer to the infant, while boys as

"daddy" stood farther from the infant, than when they posed with the infant without these instructions. Race differences were also found for this sample of children who were from middle- and working-class families. Contrary to expectations, White children exhibited more proximity behavior, more looking, and more touching to same-race infants than did Black children.

0373

**Preventing abuse of drugs, alcohol, and tobacco by adolescents /Mathea Falco.**

Falco, Mathea. Washington, D.C. : Carnegie Council on Adolescent Development, 1988. "March 1988.". v, 67 p. ; 28 cm. Includes bibliographical references (p. 57-63). (NAL Call No.: DNAL HV5824.Y68F2).

**Abstract:** This working paper, prepared for the Carnegie Council on Adolescent Development, focuses on the prevention of substance abuse in adolescents. The author begins with a discussion of the current trends in adolescent drug use, followed by a section on crack. Next, drug control strategies are described, including law enforcement, treatment, and prevention. The next three chapters address the impact of federal drug policy, the media, and legal status on drugs. The author concludes with a discussion of areas for future consideration when dealing with this group of youth at risk.

0374

**Preventing children having children.**

; Pittman, Karen J.; 1952-. Washington, D.C. : Children's Defense Fund, c1985. Cover title.~ "Writer: Karen Pittman"--t.p. verso. 15 p. ; 28 cm. Includes bibliographical references. (NAL Call No.: DNAL HQ759.4.P7).

**Abstract:** The primary objective of this report is to present the facts about the adolescent pregnancy problem and a general view towards its solution by the Children's Defense Fund. The report addresses the commonly held myths about who gets pregnant and why. Other topics covered in this report include: the challenge of pregnancy prevention, policies that penalize rather than help, adolescent pregnancy in the black community, out-of-wedlock births, births to the very young teen, female-headed families, and reaching male teens.

0375

**Preventing substance abuse among children and adolescents /Jean E. Rhodes, Leonard A. Jason.**

Rhodes, Jean E. ; Jason, Leonard. New York : Pergamon Press, 1988. Includes indexes. xi, 151 p. ; ill. ; 1988. Bibliography: p. 149-151. (NAL Call No.: DNAL HV4999.Y68R4 1988).

**Abstract:** The object of this book is to provide practitioners with a developmental framework for a better understanding of the factors contributing to substance abuse, and to critique the campaigns, curricula, and related efforts designed to prevent substance abuse among children and adolescents. This information is provided

to meet the growing demand for consultation and assistance in the field of substance abuse prevention. Topics include: the prevalence and consequences of drug use and abuse among youth; major theories explaining and predicting substance abuse; existing prevention strategies; identification and treatment of at-risk youth; translating theories and strategies into effective action; and, future trends in substance abuse prevention.

0376

**Process analysis of injury situations: a complement to epidemiological methods.**

JSISAF. Peterson, L. ; Farmer, J.~Mori, L. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. Summer 1987. v. 43 (2). p. 33-44. Includes references. (NAL Call No.: DNAL HM1.A3J65).

Process analysis, as described in this article, is a behavioral, fine-grained, specific, prospective method of examining both injury and near-injury situations. By analyzing the antecedents, stages of response, and consequences of injury-risk situations, process analysis may improve scientists' conceptualization of injury situations. It can also provide additional methods of evaluating ongoing intervention strategies and suggest new, more appropriate modes of intervention. Process analysis is particularly well-suited to analyzing person-based interventions. Some examples of such a complementary assessment system and a discussion of its advantages are presented.

0377

**Process structure of parent-child-environment relations and the prevention of children's injuries.**

JSISAF. Valsiner, J. ; Lightfoot, C. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. Summer 1987. v. 43 (2). p. 61-72. Includes references. (NAL Call No.: DNAL HM1.A3J65).

This article outlines a theoretical perspective for conceptualizing and undertaking prevention of unintentional injuries in childhood. This structural-dynamic conceptualization of child-environment transaction concerns the reasoning and actions of caregivers. The process of caregivers' reasoning about prevention of accidents with children consists of their integrating populational and personal knowledge with information about children's current action within particular settings. The coordination of reasoning processes leads to particular actions that the caregiver performs in respect to the child in the environment. Examples of parent's actions and thinking illustrate how the theoretical perspective is linked with real-life phenomena.

0378

**A Profile of high school hobby club members, 1980from the High School and Beyond Study of the National Center for Education Statistics.**

; Erickson, Judith. Boys Town, Neb. : Boys Town Center for the Study of Youth Development, 1980. Data based on an analysis of the High School and Beyond data from base year 1980 (Version I: November 1980)~ Original study under contract no. 300-78-0208 by the National Opinion Research Center for the National Center for Education Statistics.~ Judith Erickson, principal investigator. 1 v. (various foliations) ; 29 cm. Includes bibliographical references. (NAL Call No.: DNAL LB3608.P7).

**Abstract:** This is a national longitudinal study of cohorts of youth who were sophomores or seniors in American high schools in 1980. The basic data were gathered in the spring of 1980. Individual participants in the survey were chosen in a two-stage probability sample with schools as the first stage units and students within schools as the second. Public, parochial and other private institutions were included. Within each school, 36 seniors and 36 sophomores were randomly selected with a final sample of 28,240 seniors and 30,030 sophomores. A comprehensive survey was conducted. Analyses of the data were conducted through the Research Computing Division of the Boys Town Center for the Study of Youth Development. Basic data relating to this topic are presented for the sample as a whole.

0379

**A Profile of honorary club members, 1980from the High School and Beyond Study of the National Center for Education Statistics.**

; Erickson, Judith. Boys Town, Neb. : Boys Town Center for the Study of Youth Development, 1980. Data based on an analysis of the High School and Beyond data from base year 1980 (Version I: November 1980)~ Original study under contract no. 300-78-0208 by the National Opinion Research Center for the National Center for Education Statistics.~ Judith Erickson, principal investigator. 1 v. (various foliations) ; 29 cm. Includes bibliographical references. (NAL Call No.: DNAL LB3605.P73).

**Abstract:** This is a national longitudinal study of cohorts of youth who were sophomores or seniors in American high schools in 1980. The basic data were gathered in the spring of 1980. Individual participants in the survey were chosen in a two-stage probability sample with schools as the first stage units and students within schools as the second. Public, parochial and other private institutions were included. Within each school, 36 seniors, and 36 sophomores were randomly selected with a final sample of 28,240 seniors and 30,030 sophomores. A comprehensive survey was conducted. Analyses of the data were conducted through the Research Computing Division of the Boys Town Center for the Study of Youth

Youth Development. Basic data relating to this topic are presented for the sample as a whole.

0380

**A Profile of non-varsity sport team members, 1980from the High School and Beyond Study of the National Center for Education Statistics.**

; Erickson, Judith. Boys Town, Neb. : Boys Town Center for the Study of Youth Development, 1980. Data based on an analysis of the High School and Beyond data from base year 1980 (Version I: November 1980)~ Original study conducted under contract no. 300-78-0208 by the National Opinion Research Center for the National Center for Education Statistics.~ Judith Erickson, principal investigator. 1 v. (various foliations) ; 29 cm. Includes bibliographical references. (NAL Call No.: DNAL GV706.8.P72).

**Abstract:** This is a national longitudinal study of cohorts of youth who were sophomores or seniors in American high schools in 1980. The basic data were gathered in the spring of 1980. Individual participants in the survey were chosen in a two-stage probability sample with schools as the first stage units and students within schools as the second. Public, parochial and other private institutions were included. Within each school, 36 seniors and 36 sophomores were randomly selected with a final sample of 28,240 seniors and 30,030 sophomores. A comprehensive survey was conducted. Analyses of the data were conducted through the Research Computing Division of the Boys Town Center for the Study of Youth Development. Basic data relating to this topic are presented for the sample as a whole.

0381

**A Profile of participants in religious youth activities, 1980from the High School and Beyond Study of the National Center for Education Statistics.**

; Erickson, Judith. Boys Town, Neb. : Boys Town Center for the Study of Youth Development, 1980. Data based on an analysis of the High School and Beyond data from base year 1980 (Version I: November 1980)~ Original study under contract no. 300-78-0208 by the National Opinion Research Center for the National Center for Education Statistics.~ Judith Erickson, principal investigator. 1 v. (various foliations) ; 29 cm. Includes bibliographical references. (NAL Call No.: DNAL LB3609.P7).

**Abstract:** This is a national longitudinal study of cohorts of youth who were sophomores or seniors in American high schools in 1980. The basic data were gathered in the spring of 1980. Individual participants in the survey were chosen in a two-stage probability sample with schools as the first stage units and students within schools as the second. Public, parochial and other private institutions were included. Within each school, 36 seniors and 36 sophomores were randomly selected with a final sample of 28,240 seniors

and 30,030 sophomores. A comprehensive survey was conducted. Analyses of the data were conducted through Research Computing Division of the Boys Town Center for the Study of Youth Development. Basic data are presented for the sample as a whole.

0382

**Profile of preadolescent values: revisited.**

McCartin, R. ; Freehill, M.F.~Greig, L.M. Tucson : The Journal. The Journal of early adolescence. Fall 1984. v. 4 (3). p. 223-230. Includes references. (NAL Call No.: DNAL HQ796.J62). The findings obtained from a survey of values among sixth grade pupils were compared with those of a survey from an earlier generation of pupils in 1972 using the same questionnaire in the same schools and at the same grade level. There was complete agreement on three of the highest values, all indicating a preference for love and affection. Differences in ranking across the decade were for mid-level items with the 1982 group elevating a few relatively individualistic values and reducing the rankings of more social values such as Politeness and A Secure Country. Comparisons were also made for sub-groups of the 1982 population by sex and ethnicity. The proportion of each sub-group that ranked an item above the mean for the general group is reported. Only 8 out of 116 values were significantly different across groups, a finding consistent with evidence that agreement within a generational group tends to be strong.

0383

**A Profile of student government participants, 1980from the High School and Beyond Study of the National Center for Education Statistics.**

; Erickson, Judith. Boys Town, Neb. : Boys Town Center for the Study of Youth Development, 1980. Data based on an analysis of the High School and Beyond data from base year 1980 (Version I: November 1980)~ Original study under contract no. 300-78-0208 by the National Opinion Research Center for the National Center for Education Statistics.~ Judith Erickson, principal investigator. 1 v. (various foliations) ; 29 cm. Includes bibliographical references. (NAL Call No.: DNAL LB3610.P7).

Abstract: This is a national longitudinal study of cohorts of youth who were sophomores or seniors in American high schools in 1980. The basic data were gathered in the spring of 1980. Individual participants in the survey were chosen in a two-stage probability sample with schools as the first stage units students within schools as the second. Public, parochial and other private institutions were included. Within each school, 36 seniors and 36 sophomores were randomly selected with a final sample of 28,240 seniors and 30,030 sophomores. A comprehensive survey was conducted. Analyses of the data were conducted through the Research Computing Division of the Boys Center

for the Study of Youth Development. Basic data relating to this topic are presented for the sample as a whole.

0384

**A Profile of subject matter club members, 1980from the High School and Beyond Study of the National Center for Education Statistics.**

; Erickson, Judith. Boys Town, Neb. : Boys Town Center for the Study of Youth Development, 1980. Data based on an analysis of the High School and Beyond data from base year 1980 (Version I: November 1980)~ Original study under contract no. 300-78-0208 by the National Opinion Research Center for the National Center for Education Statistics.~ Judith Erickson, principal investigator. 1 v. (various foliations) ; 29 cm. Includes bibliographical references. (NAL Call No.: DNAL LB3605.P72).

Abstract: This is a national longitudinal study of cohorts of youth who were sophomores or seniors in American high schools in 1980. The basic data were gathered in the spring of 1980. Individual participants in the survey were chosen in a two-stage probability sample with schools as the first stage units and students within schools as the second. Public, parochial and other private institutions were included. Within each school 36 seniors and 36 sophomores were randomly selected with a final sample of 28,240 seniors and 30,030 sophomores. A comprehensive survey was conducted. Analyses of the data were conducted through the Research Computing Division of the Boys Town Center for the Study of Youth Development. Basic data relating to this topic are presented for the sample as a whole.

0385

**A Profile of varsity sport team members, 1980from the High School and Beyond Study of the National Center for Education Statistics.**

; Erickson, Judith. Boys Town, Neb. : Boys Town Center for the Study of Youth Development, 1980. Data based on an analysis of the High School and Beyond data from Base Year 1980 (Version I: November 1980)~ Original study conducted under contract no. 300-78-0208 by the National Opinion Research Center for the National Center for Education Statistics.~ Judith Erickson, principal investigator. 1 v. (various foliations) ; 29 cm. Includes bibliographical references. (NAL Call No.: DNAL GV706.8.P7).

Abstract: This is a national longitudinal study of cohorts of youth who were sophomores or seniors in American high schools in 1980. The basic data were gathered in the spring of 1980. Individual participants in the survey were chosen in a two-stage probability sample with schools as the first stage units and students within schools as the second. Public, parochial and other private institutions were included. Within each school, 36 seniors and 36 sophomores were randomly selected with a final sample of 28, 240 seniors

and 30,030 sophomores. A comprehensive survey was conducted. Analyses of the data were conducted through the Research Computing Division of the Boys Town Center for the Study of Youth Development. Basic data relating to this topic are presented for the sample as a whole.

0386

**Promoting identity development in adolescents.**

Enright, R.D. ; Ganiere, D.M.~Buss, R.R.~Lapsley, D.K.~Olson, L.M. Tucson : The Journal. The Journal of early adolescence. Fall 1983. v. 3 (3). p. 247-255. Includes references. (NAL Call No.: DNAL HQ796.J62).

A model of identity formation based on the cognitive developmental stages of social-perspective taking is described. The model assumes that identity can be achieved through cognitive strategies of considering the self in relation to one friend, one's family, the peer group, and society. A study with high school students was undertaken to test the model. The program included 43 high school seniors and lasted for two weeks. The experimental students were asked to take the perspective of each social entity above and then to consider how the self was like and unlike these. Repeated measures analyses of variance showed that the experimentals gained significantly more than the controls on Rasmussen's Ego Identity Scale (EIS) following the program.

0387

**Prosocial behavior between friends in middle childhood and early adolescence.**  
Berndt, T.J. Tucson : The Journal. The Journal of early adolescence. Fall 1985. v. 5 (3). p. 307-317. Includes references. (NAL Call No.: DNAL HQ796.J62).

Fourth, sixth, and eighth graders were paired either with a close friend or with a classmate whom they neither strongly like or disliked. The pairs of children were observed as they did two tasks that provided them with opportunities for generous or helpful behavior toward each other. On one task, children distributed rewards to themselves and to their partner. On the second task, children were allowed to help their partner get rewards when the partner had been placed at a disadvantage. The results showed an increase with age in the differences between friends' and classmates' behavior. Eighth graders were more generous and more helpful toward friends and classmates similarly. After doing the tasks, eighth graders also reported that they thought their friends less often competed with them and more often tried for equality in rewards than other classmates. Attributions about the partner's motives were similar for friends and classmates at sixth and fourth grade. The age differences in behavior and motives are compared with current theories of development of friendship.

0388

**Providing a structure for adolescent development.**

Ianni, F.A.J. Bloomington, Ind. : The Journal. Phi Delta Kappan. May 1989. v. 70 (9). p. 673-682. ill. Includes references. (NAL Call No.: DNAL LJ121.P4P4).

This article summarizes methods of providing structure to adolescents based on the author's research. The article begins with a brief history of the characterizations of adolescents, including the emergence of concepts such as youth culture, adolescent society, generation gap, and counterculture. The author then summarizes the findings of his research, emphasizing the diversity among communities and the effects of this on the adolescent's development. Topics discussed include: role models, peer groups, parental involvement, community involvement, school involvement, and youth charters. He gives specific case examples and discusses differences between the structure given to adolescents in various settings.

0389

**Providing reasons for wanting to live.**

Edwards, T.K. Bloomington, Ind. : The Journal. Phi Delta Kappan. Dec 1988. v. 70 (4). p. 296-298. Includes references. (NAL Call No.: DNAL LJ121.P4P4).

This article looks at one single answer to what school people can do to stem the rising tide of adolescent suicides. According to this article, mentoring, commonly known as "advising" in secondary schools is the one big solution. Features of successful advising systems are mentioned including training and orientation, relationship between advisors and support personnel, effectiveness of advising system, and evolution of the program. Finally, suggestions on how districts that are less well-off can set up successful advising systems are given.

0390

**Psychological characteristics of childhood accidents.**

JSISAF. Matheny, A.P. Jr. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. Summer 1987. v. 43 (2). p. 45-60. Includes references. (NAL Call No.: DNAL HM1.A3J65).

Research on the psychological characteristics of children injured inadvertently has been beset by criticisms reflecting partly concerns about research methodology and partly a view that the research may detract from wide-scale public health approaches to injury prevention. Moreover, the research has often led to the too general application of the notion of accident proneness, presumably reflecting a trait. Because of these criticisms, the search for systematic psychological factors affecting children's injuries has been disparaged. A longitudinal research program is described that concentrates on the behaviors of children in conjunction

with injury history. Extended data incorporating measures of parents, home environments, and children demonstrate that injury liability is associated with psychological characteristics of the child, but the association is qualified by age and sex of the child, as well as by attributes of the parents and the home. The accumulation of evidence shows that psychological characteristics of the child enter into the injury equation and there is a need for psychologists to trace them along developmental lines.

0391

**Psychological individualism: gender differences or gender neutrality?**

Archer, S.L. ; Waterman, A.S. Basel : S. Karger. Human development. Literature review. Mar/Apr 1988. v. 31 (2). p. 65-81. Includes references. (NAL Call No.: DNAL RC952.A1H85).

The primary purpose of this article was to examine research findings pertaining to whether the genders express psychological individualism comparably. Gender comparisons of scores on four constructs deemed to reflect psychological individualism (personal identity, self-actualization, internal locus of control, and principled moral reasoning) provide no basis for concluding gender differences exist. The relationships of these variables to measures of effective psychological functioning (personal well-being, competence, and social interdependence) were comparable for males and females. This gender-neutral finding is addressed in the context of a challenge to the traditional perspective that females are, and perhaps should be, connected while males are individuated.

0392

**The psychological significance of secondary sexual characteristics in nine- to eleven-year-old girls.**

CHDEAW. Brooks-Gunn, J. ; Warren, M.P. Chicago, Ill. : University of Chicago Press. Child development. Aug 1988. v. 59 (4). p. 1061-1069. Includes references. (NAL Call No.: DNAL RU1.C3).

82 9-11-year-old girls were seen in order to study the onset of puberty as represented by breast and pubic hair growth. Girls filled out self-report scales, mothers rated their daughters' breast and pubic development using schematic representations of the Tanner stages, and height was measured by a nurse practitioner. Breast growth, but not pubic hair growth, was expected to be associated with a positive body image, positive peer relationships, superior adjustment, and the rating of adult roles as important (marriage, children, and careers). These expectations were confirmed for all but the adult role measures. Controlling for pubic hair growth did not alter the findings of breast development. Associations with height also were examined. Height was linked to superior adjustment and career importance. These findings are discussed in terms of possible roles that different pubertal events may play in the self-definitions

of young adolescents as well as the meaning of various physical changes to the girl and to others.

0393

**Pubertal timing and identity crisis: a preliminary investigation.**

Berzonsky, M.D. ; Lombardo, J.P. Tucson : The Journal. The Journal of early adolescence. Fall 1983. v. 3 (3). p. 239-246. Includes references. (NAL Call No.: DNAL HQ796.J62).

Retrospective self-report data were utilized in an attempt to investigate the relationship between pubertal timing and identity-crisis status. Identity status interviews were administered to 105 late adolescents: 46 males and 59 females. Retrospective reports about pubertal onset were obtained. The results indicated that crisis males reportedly matured significantly later than their non-crisis counterparts whereas the opposite pattern was found with female subjects: crisis females reportedly matured earlier than their noncrisis counterparts. A social-learning interpretation is considered: adolescents who tend (or appear) to fit prevailing social expectation (viz., early-maturing males and late-maturing females) are less apt to deal with personal identity issues. Alternative interpretations and future research concerns are discussed.

0394

**Putting it together teenagers talk about family breakup /Paula McGuire ; foreword by Andrea Marks.**

McGuire, Paula. New York : Delacorte Press, c1987. Includes index. xvii, 167 p. ; 22 cm. (NAL Call No.: DNAL HQ834.M3).

Abstract: This book is a compilation of interviews with adolescents and counselors on the effects of divorce and separation on children. The purpose of the book is to give parents and teenagers examples of others in similar situations and provide new ideas for coping with divorce and separation in their lives.

0395

**Quick-fix sex: pseudosexuality in adolescents.**

Hajcak, F. ; Garwood, P. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1988. v. 23 (92). p. 755-760. (NAL Call No.: DNAL HQ793.A44).

This paper offers therapists, parents, and educators a model for understanding adolescent sexuality. The focus is on how nonsexual needs drive sexual behavior and produce an artificially high sex drive. It proposes that the overwhelming intensity of the adolescent sex drive is due to factors other than libido or biological phenomena. The critical factor in helping teenagers control their sexuality responsibly is to teach them what these needs are and how they influence sexual behavior.

0396

**The "real self" controversy: toward an integration of humanistic and interactionist theory.**

Wilson, S.R. Beverly Hills, Calif. : Sage Publications. Journal of humanistic psychology. Literature review. Winter 1988. v. 28 (1). p. 39-65. Includes references. (NAL Call No.: DNAL BF1.J682).

The logical status of the concept "real self" and its usefulness in psychological theory have been topics of some debate in this journal. Critics have argued that this concept stems from Maslow's tendency toward biological reductionism that caused him to ignore the fact, supposedly established by the symbolic interactionist, that the self is ultimately a social-cultural product. In this article, I take steps toward a new view of self-actualization that incorporates insights from both Maslow's theory and the symbolic interactionist perspective. A key point is that the self is a process involving both symbolic and somatic feedback and that, in the ordinary state of consciousness, symbolic self processes are dominant. Observations are provided from the author's study of personal change at Kripalu Ashram to illustrate the importance of social interaction (i.e., socialization processes) in the self-actualization process. Self-actualization involves some of the same processes of socialization such as becoming a doctor or becoming a deviant. But self-actualization also involves learning to attend to and give meaning to somatic feedback processes so that the person's sense of self ultimately becomes more evenly based on both symbolic and somatic processes.

0397

**Realities of adolescent health** **Sharon K.B. Wright.**

Wright, Sharon K. B. Stacy, MN : Spectra Photo/Audio, 1988. Presented at the 1988 National Association of Extension 4-H Agents 42nd Annual Conference, Nov. 6-10, 1988, Minneapolis, MN. "317-T7A; 317-T7B." 2 sound cassettes (ca. 120 min.). (NAL Call No.: DNAL Audiocassette no. 120).

**Abstract:** Realities of adolescent health behaviors, attitudes and perceptions are being examined as the result of a survey of over 36,000 Minnesota youth in grades 7-12 in 1987. This workshop will focus on the Adolescent Health Survey Report which summarizes the data and presents analysis by 10 teenagers who have a strong interest in understanding and articulating the health concerns of their peers. It will deal with the teens' conclusions and the implications for developing health programs which teens perceive as relevant & important. This will be followed by brief descriptions of the MN 4-H Self-Protection programs which include: 1) "Alcohol Decisions", a program which trains teens to teach younger children about alcohol, drinking and driving; 2) "Training Teens to Teach", a cooperative prevention effort with Hazelden; 3)

Sexuality programs for parents; 4) "Power of Choice" on violence in dating relationships; 5) Youth Health Conferences throughout the state; 6) "Health Choices" curriculum; 7)

Adolescent Health Survey Focus Group; 8) "Tackling Tough Stuff", a curriculum dealing with depression and suicide; 9) Rural mental health programs. Workshop participants will receive a copy of the Adolescent Health Survey Report and fact sheets which accompany the programs addressed. They will also view portions of program videos.

0398

**Recent controversy in human development: a historical view.**

Cravens, H. Basel : S. Karger. Human development. Literature review. Nov/Dec 1987. v. 30 (6). p. 325-335. Includes references. (NAL Call No.: DNAL RC952.A1H85).

Why has the field of human development become so controversial in recent decades? Various factors in the science's history since the 1870s are explored within the confines of three distinct ages of American culture. For human development's history, these ages are defined as those of child welfare (1870-1920), child development (1920-1950), and human development (since 1950). Each age had its own distinctive world view. Those of the first two ages, which assumed no individual could develop apart from a group in the social taxonomy, tended to make issues of individual and group development only occasionally controversial. The world view of our own age, dispensing entirely with such prior notions of historical determinism, encourages debate, discussion, and controversy far beyond the science's setting.

0399

**Recidivism rate following a volunteer communication program for families with juvenile drug offenders.**

Funk, M.J. Washington, D.C. : Association of Voluntary Action Scholars. Journal of voluntary action research. Winter 1974. v. 3 (1). p. 26-30. Includes references. (NAL Call No.: DNAL HV40.J68).

The author analyzes a study of 62 teens ordered by the Utah Second District Juvenile Court to complete the Drug School program. The program is aimed at decreasing drug abuse by improving communication within the family. Both teens and their parents participated in the program. The changes in attitudes between parents and teenagers were analyzed before and after their participation in the program. The program is comprised of both presentations and group discussions that focus on drug use and its effects, factors influencing drug use, and techniques for communicating effectively. The article includes statistical tables which show total offense rates, drug offense rates, and types of offenses and their frequency. Data is presented for each category for

time periods both prior to and following program attendance.

0400

**The relation between third graders' after-school care and social, academic, and emotional functioning.**

CHDEAW. Vandell, D.L. ; Corasaniti, M.A. Chicago, Ill. : University of Chicago Press. Child development. Aug 1988. v. 59 (4). p. 868-875. Includes references. (NAL Call No.: DNAL RJ1.C3).

Outcome differences associated with types of after-school care were explored among 150 white, predominantly middle-class third graders from a suburban school system. Children returned home to their mothers, attended day-care centers, stayed with sitters, or returned home alone or with siblings. No differences were found between latchkey and mother-care children in terms of their classroom sociometric nominations, academic grades, standardized test scores, conduct grades, self-reports of self-competence, or parent and teacher ratings of the children. Significant differences were found for children who attended day-care centers after school. These children received more negative peer nominations, made lower academic grades, and had lower standardized test scores than either mother-care or latchkey children. The children who stayed with sitters after school received more negative peer nominations than the latchkey and mother-care children but, in other areas, resembled these groups. These outcome differences were apparent in both divorced and intact families. Factors contributing to these differences are examined.

0401

**The relation of parenting style to adolescent school performance.**

CHDEAW. Dornbusch, S.M. ; Ritter, P.L.~Leiderman, P.H.~Roberts, D.F.~Fraleigh, M.J. Chicago, Ill. : University of Chicago Press. Child development. Oct 1987. v. 58 (5). p. 1244-1257. Includes references. (NAL Call No.: DNAL RJ1.C3).

This article develops and tests a reformation of Baumrind's typology of authoritarian, permissive, and authoritative parenting styles in the context of adolescent school performance. Using a large and diverse sample of San Francisco Bay Area high school students ( $N = 7,836$ ), we found that both authoritarian and permissive parenting styles were negatively associated with grades, and authoritative parenting was positively associated with grades. Parenting styles generally showed the expected relation to grades across gender, age, parental education, ethnic, and family structure categories. Authoritarian parenting tended to have a stronger association with grades than did the other 2 parenting styles, except among Hispanic males. The full typology best predicted grades among white students. Pure authoritative families (high on authoritative but not high on the other

2 indices) had the highest mean grades, while inconsistent families that combine authoritarian parenting with other parenting styles had the lowest grades.

0402

**The relation of personality functions and adaptive skills to self-esteem in early adolescence.**

JYADAG. Marton, P. ; Golombok, H.~Stein, B.~Korenblum, M. New York, N.Y. : Plenum Publishing Corporation. Journal of youth and adolescence. Oct 1988. v. 17 (5). p. 393-401. Includes references. (NAL Call No.: DNAL HQ796.J69).

Sixty-three adolescents were part of a nonclinical longitudinal study of personality development. At the age of thirteen the participants were assessed for verbal and nonverbal adaptive skills, global self-esteem, and personality functioning status. The study determined that positive self-esteem was related in a similar degree to the competence level in personality functions and adaptive skills.

0403

**The relations of pubertal status to intrapersonal changes in young adolescents.**

Dorn, L.D. ; Crockett, L.J.~Petersen, A.C. Tucson, Ariz. : The Journal. The Journal of early adolescence. Winter 1988. v. 8 (4). p. 405-419. Includes references. (NAL Call No.: DNAL HQ796.J62).

The purpose of this study was to investigate the relations between pubertal development and adolescents' perceptions of their physical and emotional states. Two research questions were posed: (a) What are the effects of pubertal status upon satisfaction with appearance and mood states of the adolescent; and, (b) What are the patterns of those pubertal effects in sixth, seventh, and eighth grades? A nonclinical group of adolescents ( $N = 253$ ) was selected from two cohorts and was followed from sixth through eighth grade. Multiple measures were used to assess satisfaction with appearances and mood states. Significant multivariate findings were limited to seventh and eighth grades. For satisfaction with appearance in girls, there were significant multivariate effects for pubertal status in both grades with the salient variable being satisfaction with weight. Girls who were more physically mature reported being less satisfied with their weight. For moods in seventh grade boys, the multivariate effect was significant for pubertal status with the salient variables being Impulse Control and Emotional Tone. Pubertal boys rated themselves higher, that is better on Impulse Control and Emotional Tone. Other significant univariate effects and polynomial trends are also discussed.

0404

**Relationship between adolescent sexual stereotypes and working mothers.**

Chandler, T.A. ; Sawicki, R.F.~Stryffeler, J.M. Tucson : The Journal. The Journal of early adolescence. Spring 1981. v. 1 (1). p. 72-83. Includes references. (NAL Call No.: DNAL HQ796.J62). Using a modified Likert format, 438 (225 boys, 213 girls) eighth graders indicated their agreement or disagreement with 8 randomized stereotypic statements concerning women's role and 12 statements concerning women workers. In addition, students rated as masculine, feminine, or both a randomized list of 20 occupations. Results indicate sex differences in several stereotypic statements. The sex differences are more differentiated than sexual stereotypes would be more prevalent in the younger group than in the older. Highest positive correlation ( $r=.26$ ;  $p$  less than .01) was between liberal attitudes toward women's role and current employment of mothers of the females. Lowest correlation ( $r=.15$ ;  $p$  less than .05) was between less stereotyped view of occupation and current maternal employment of the females. There was no significant correlation between liberal attitudes toward women workers and current employment of the mothers of the females.

0405

**Relationship between alcohol consumption and alcohol problems in young adults.**

Werch, C.E. ; Gorman, D.R.~Marty, P.U. Amityville, N.Y. : Baywood Publishing Company. Journal of drug education. 1987. v. 17 (3). p. 261-276. Includes references. (NAL Call No.: DNAL HV5808.J68).

The authors surveyed 410 students in a midsize Southern university to determine the role alcohol consumption patterns of young adults play in alcohol-related problems. Alcohol-related problems include illness, drinking and driving, academic performance, legal problems, and interpersonal problems.

0406

**The relationship between identity development and self-esteem during the late adolescent years: sex differences.**

Dusek, J. ; Carter, O.B.~Levy, G. Tucson, AZ : H.E.L.P. Books. Journal of adolescent research. Fall 1986. v. 1 (3). p. 251-265. Includes references. (NAL Call No.: DNAL HQ793.J68).

The purpose of the two studies reported in this paper was to examine the relationship between identity and self-esteem development during the late adolescent years. Subjects in Study 1 completed the Inventory of Psychosocial Development and semantic differential measure of four components of self-esteem. Using a backwards stepwise multiple regression procedure the IPD scales that were significant predictors of the self-esteem measures were identified for males and for females. The subjects in the second study

completed the same instruments. Multiple regression analyses were used to determine if the scales found to be significant predictors of self-esteem in the first study also predicted self-esteem in the second study. This was generally found to be the case except for the Masculinity/Femininity component of self-esteem for males. The findings were interpreted as demonstrating that resolution of identity issues has important implications for self-esteem, and that identity is differentially related to self-esteem for males and females.

0407

**The relationship of self-concept with physical estimation and physical performance for preadolescent boys and girls.**

Riley, J.H. Tucson : The Journal. The Journal of early adolescence. Winter 1983. v. 3 (4). p. 327-333. Includes references. (NAL Call No.: DNAL HQ796.J62).

Four hundred and ten male and female middle school subjects completed two identical assessments of self-concept, physical estimation, and physical performance at twelve week intervals. Significant positive relationships were found among the variables, although the strength of the relationships varied. These findings confirmed, across genders and two assessments, that the relationship between self-concept and physical estimation were consistently greater than the relationship between self-concept and physical performance. In addition, these findings indicated that gender and age are important mediating variables for understanding the relationships among self-concept, physical estimation, and physical performance.

0408

**The relationship of self-esteem, maternal employment, and work-family plans to sex role orientations of late adolescents.**

Keith, P.M. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1988. v. 23 (92). p. 959-966. Includes references. (NAL Call No.: DNAL HQ793.A44).

Self-esteem, maternal employment, and work-family plans are examined in relation to sex role orientations of late adolescents. Data are analyzed from questionnaires administered to 387 males and females. It was found that future work-family plans were closely tied to sex role orientations of adolescents of both sexes. However, self-esteem, evaluation of the relative difficulty of male-female sex roles, and projected childlessness were salient to sex role attitudes of females but not of males. Positive evaluations of self were related to nontraditional sex role orientations among females. Maternal employment differentially affected male and female children. Sons of women in high-status occupations were reluctant to get involved involved in a two-career family with children. Mothers'

occupational status had little influence on the plans or sex role attitudes of daughters. The results indicate that future research should investigate whether maternal employment in high-status occupations, while providing a wider range of acceptable models for girls, may serve as a negative model for boys.

0409

**Relationships among sexuality attitudes, knowledge, and practices of adolescents /Margaret Janet McKenzie Kelly.**

Kelly, Margaret Janet McKenzie. 1986? . Caption title.~ "American Home Economics Association Annual Meeting, Research poster session, June 23, 1986"--P. 2 . 10 p. ; 28 cm. (NAL Call No.: DNAL HQ35.K4).

Abstract: Purposes of the study were to: (1) assess the sexuality attitudes, knowledge, and practices of adolescents and (2) examine the relationships among adolescents' sexuality attitudes, knowledge, and practices. A questionnaire was used to collect the data. General information, knowledge, attitudes, and practices comprised the four parts of the questionnaire. Data were analyzed from 143 pregnant and parenting adolescents who were attending an alternative school for pregnant adolescents in Norfolk, Virginia. Data analysis included descriptive statistics and Pearson product-moment correlation coefficient to determine relationships among attitudes, knowledge, and practices. Findings reveal a positive correlation among sexuality attitudes, knowledge, and practices. Sexuality attitudes were more strongly related to practices than sexuality knowledge. Findings suggest the need to design and offer prevention programs which promote the attitude among adolescents that it is not okay for adolescents to engage in sexual intercourse, and, that sexually active adolescents should always use an effective method of birth control before engaging in sexual intercourse.

0410

**Residential mobility, social support and adolescent self-concept.**

Hendershott, A.B. San Diego, Calif. : Libra Publishers. Adolescence. Spring 1989. v. 24 (93). p. 217-232. Includes references. (NAL Call No.: DNAL HQ793.A44).

The effects of residential relocation on children has been a topic of interest to social science researchers for decades. Early research attributed school phobias, classroom behavior problems, lack of academic success, and poor peer relationships to residential mobility. Although most current literature has disputed many of these early findings, a question remains regarding the relationship between self-concept and residential relocation. Significant negative findings have been found in previous studies of this relationship. This study attempts to expand the research in two ways: first, by providing a theoretical framework and, second, by testing the role of social

support from parents and peers as a mediator in the relationship. The investigation benefits from theory on life events and stress which guides the analysis of mobility and self-concept in a sample of 205 students in the sixth, seventh, and eighth grades. Findings indicate that social support attenuates a negative effect of mobility on specific measures of self-concept.

0411

**A Resource manual for dropout prevention and recovery programs.**

Atlanta, Ga. : Georgia Dept. of Education, 1988 . 1 v. (various pagings) : ill. ; 30 cm. Includes bibliographies. (NAL Call No.: DNAL LC146.5.R4).

Abstract: This manual was developed to assist Georgia school systems in their efforts to address and respond to the school dropout problem. It is part of an on-going effort to keep students in school and to encourage and provide additional education, training, and services for youth-at-risk as students and dropouts. The main purpose of this document is to facilitate the reduction of the Georgia dropout problem by promoting administrators, the program directors. The information presented in this manual reflects the unique needs and goals of the State of Georgia.

0412

**Responding to economic realityR. Usry, R. Dahle, C. Stanley.**

Usry, R. ; Dahle, R.~Stanley, C. Stacy, MN : Spectra Photo/Audio, 1988 . Presented at the 1988 National Association of Extension 4-H Agents 42nd Annual Conference, Nov. 6-10, 1988 Minneapolis, MN.~ "317-T18.". 1 sound cassette (ca. 90 min.). (NAL Call No.: DNAL Audiocassette no.135).

Abstract: The North Carolina 4-H Economics in Action (EIA) special interest program helps young people gain knowledge and skills which enable them to make their own decisions, to manage their own resources, and to participate effectively and responsibly in their community and the workplace. 4-H EIA focuses on learning the decision-making process as experienced by consumers, producers, financial institutions, and governments in the participants community. Designed to reach older youth audiences, 4-H EIA utilizes business community volunteers in delivering an intensive economic education experience. Ranging from one to five days in length, each 4-H EIA incorporates characteristics unique to the communities involved. The customized approach ensures that each program will focus on the latest and most important economic realities. The seminar will feature a video tape presentation describing the development and implementation of successful 4-H EIA experiences. North Carolina 4-H Agents who have implemented 4-H EIA programs will participate in the seminar. Seminar participants will receive and discuss a 4-H EIA implementation kit.

0413

**The retrospective pretest: an alternative approach in evaluating drug prevention programs.**

Rhodes, J.E. ; Jason, L.A. Amityville, N.Y. : Baywood Publishing Company. *Journal of drug education*. 1987. v. 17 (4). p. 345-356. Includes references. (NAL Call No.: DNAL HV5808.J68). A substance abuse prevention program for seventh graders in an inner-city elementary school was evaluated using two self-report techniques. Student behaviors before and after the life-skills program were assessed. While no significant change in drug usage was demonstrated using the retrospective pretest/posttest, a traditional pre/posttest, showed significant increases in tobacco use. The authors conclude that this study's findings support continued use and research on retrospective pretest, particularly as related to tobacco usage. Because of participants' inhibitions to self-report deviance, this technique may provide a more complete assessment of prevention programs.

0414

**A revision of the extended version of the objective measure of ego identity status: an identity instrument for use with late adolescents.**

Bennion, L.D. ; Adams, G.R. Tucson, AZ : H.E.L.P. Books. *Journal of adolescent research*. Summer 1986. v. 1 (2). p. 183-197. Includes references. (NAL Call No.: DNAL HQ793.J68).

Previous work with the Extended Objective Measure of Ego Identity Status (EOM-EIS) has improved the assessment ability of the instrument. However, the interpersonal items were less consistent in ego identity classification than the ideological items. The interpersonal items were revised and, using a sample of 106 college students, tested to establish reliability and validity. The results from the revised EOM-EIS interpersonal and original ideological items were compared with scores on identity, intimacy, self-acceptance, authoritarian and social desirability scales. Convergent, discriminant, concurrent, and predictive validity and internal consistency (reliability) analyses demonstrate the interpersonal and ideological items can adequately measure identity status during late adolescence.

0415

**The role of community involvement in fostering investment behavior in low-income Black adolescents: a theoretical perspective.**

Nettles, S.M. Newbury Park, Calif. : Sage Publications. *Journal of adolescent research*. Apr. 1989. v. 4 (2, special issue). p. 190-201. Includes references. (NAL Call No.: DNAL HQ793.J68).

A framework for studying community actions to improve the status of low-income Black adolescents is presented. The framework identifies processes predominant in community activities and differentiates them

according to content, frequency, and relation of outcome and process. Further, the processes are linked to the outcomes expected for youth who participate in community programs and to research methods for examining the outcomes. Investment behavior is described as one outcome that may be particularly amenable to community action, with theoretical significance to achievement outcomes.

0416

**The Role of culture in developmental disorder /edited by Charles M. Super.**

Super, Charles M. San Diego : Academic Press, c1987. xiii, 254 p. : ill. ; 24 cm. Includes bibliographies and index. (NAL Call No.: DNAL RJ131.R6).

**Abstract:** This volume concerns the ways in which culture conditions the problems of human development. The quality and frequency of developmental problems are strongly shaped by the human environment and these chapters discuss how we structure our children's risks in general, and for some specific disorders. This information is intended for cross-cultural, developmental, life-span, and clinical psychologists; medical, psychological, and psychiatric anthropologists; and to scholars in public health and medicine who are concerned with analyzing the patterns of mental and physical health of children and devising strategies for intervention.

0417

**The role of health education in the prevention of injuries to children.**

JSISAF. Pless, I.B. ; Arsenault, L. New York, N.Y. : Plenum Publishing Corporation. *The Journal of social issues. Literature review*. Summer 1987. v. 43 (2). p. 87-103. Includes references. (NAL Call No.: DNAL HM1.A3J65).

This paper summarizes and assesses studies published over the past two decades describing the effects of health education on the prevention of childhood injuries. The definition of health education here includes patient education as well as aspects of legislation and regulation. A critical distinction is made between studies that use reported changes in behavior or knowledge as end points, and those that use either observed changes in behavior or an actual reduction in injuries. The results of the former often appear encouraging while those in the latter category are less convincing. In general, it appears programs based on social learning principles are more successful than those relying on traditional approaches. Overall, the most successful are programs that combine education with legislative change or modifications in regulations. The policy implication of these findings is that heavy investments in health education of a traditional kind, if used in isolation, will have only limited success. Instead, strategies that use health education along with other preventive strategies are most likely to

achieve the goal of reducing the frequency or severity of nonintentional injuries to children.

0418

**Rough and tumble, friendship, and dominance in schoolchildren: evidence for continuity and change with age.**  
CHDEAW. Humphreys, A.P. ; Smith, P.K. Chicago, Ill. : University of Chicago Press. Child development. Feb 1987. v. 58 (1). p. 201-212. Includes references. (NAL Call No.: DNAL RJ1.C3).  
Humphreys, Anne P., and Smith, Peter K. Rough and Tumble, Friendship, and Dominance in Schoolchildren: Evidence for Continuity and Change with Age. *Child Development*, 1987, 58, 201-212.  
Rough and tumble--children's play-fighting and chasing--constitutes a significant proportion of friendly social interaction among preschool children. It has received little study at older ages but has been seen as merging with true aggression as children approach puberty. The present study examined this activity among 7-, 9-, and 11-year-olds in school playground, where it took up some 10% of their time. Judging by characteristics of initiations and terminations, it tended to occur in a friendly, nonaggressive context. Sociometric information supported this interpretation. Observed rough-and-tumble partners liked each other better at all ages than chance predicted. With increasing age, the importance of strength relations in partner choice increased. Eleven-year-olds tended to choose partners who were similar in strength to, but weaker than, themselves, while neither factor influenced 7- and 9-year-olds' choices significantly. These findings suggest that rough and tumble performs an affiliative function in young children, becoming important for dominance and fighting-skill development in older children, although immediate motivation remains nonaggressive.

0419

**Runaways: who will run away again?**  
Speck, N.B. ; Ginther, D.W.~Helton, J.R. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1988. v. 23 (92). p. 881-888. Includes references. (NAL Call No.: DNAL HQ793.A44).  
The purpose of this study was to determine if there are significant differences between first-time and recidivist runaway residents of a county center for juvenile status offenders. A total of 149 subjects (34 males and 115 females) between the ages of 12 and 16 were administered the Reading section of the Wide Range Achievement Test, Coaddington's Life Events Inventory, and the High School Personality Questionnaire. Demographic data were obtained from each subject's intake interview form. A stepwise multiple discrimination analysis resulted in the selection of 8 variables that discriminate between first-time and recidivist runaways. The 8 discriminant variables characterized the recidivist

runaway as an urban, Caucasian youth who has had previous contact with an agency, has stayed at the center an average of 13.6 days, has lower general intelligence, is less objective and less self-sufficient, and is at risk of becoming psychotic or delinquent.

0420

**Rural adolescent loneliness and coping strategies.**

Woodward, J.C. ; Frank, B.D. San Diego, Calif. : Libra Publishers. Adolescence. Fall 1988. v. 23 (91). p. 559-565. Includes references. (NAL Call No.: DNAL HQ793.A44).

The extent of loneliness of rural adolescents was investigated in relation to aspects of their self-esteem. The study sample consisted of 387 4-H children from rural Nebraska ranging in age from 8 to 20 years. Data were gathered using the Loneliness Inventory (Woodward, 1967), Bachman's (1970) Self-Esteem Scale, and the Coping Strategies Inventory (Woodward, 1987). It was found that rural adolescents have extremely high loneliness scores and that 10 of 12 self-esteem characteristics were significant at the .05 level in relation to loneliness scores. Resources and coping strategies used by the subjects to combat loneliness are provided and implications of the findings discussed.

0421

**School-aged child care education: assessing and meeting community needs.**

Blacklock, K.L. Madison, Wis. : Extension Journal. Journal of extension. Spring 1989. v. 27. p. 13-15. Includes references. (NAL Call No.: DNAL 275.28 J82).

A study conducted in April 1987 focused on two questions: 1) "What child care needs are specific to families with school-aged children?" and 2) "What sources of information are preferred by parents?" The households of 1,474 elementary-aged children in Baraboo, Wisconsin were surveyed, of which 734 responses were used. Findings indicated the times of day when child care is most needed and the amount parents would be willing to pay for supervised care. The study also determined self-care educational needs and the sources for this information. Results of the survey "substantiated the need for a community school-age child care program." As a result, a child care facility for both preschool and school-aged children was built by a nonprofit group day care center.

0422

**Search for acceptance the adolescent and self-esteem /Janet Kizziar & Judy Hagedorn.**

Kizziar, Janet W. ; Hagedorn, Judy W. Chicago : Nelson-Hall, c1979. Includes index. xi, 147 p. : ill. ; 23 cm. Bibliography: p. 141-144. (NAL Call No.: DNAL BF724.K5).

Abstract: This book about issues and problems faced by adolescents is intended to inform parents about these

topics and assist parents in helping their children during adolescence. Topics include: the peer group; self-concept and its relationship to self-esteem; maintaining discipline; sexual attitudes and behavior; alternative lifestyles; drug use and abuse; and, cultism and witchcraft. The text discusses the nature of the adolescent in our Western culture; how to convey love and acceptance; how to be less judgemental, threatening, or punitive; and, how to listen.

0423

**Secondary school professionals' ability to identify depression in adolescents.**

Maag, J.W. ; Rutherford, R.B. Jr.~Parks, B.T. San Diego, Calif. : Libra Publishers. Adolescence. Spring 1988. v. 23 (89). p. 73-82. Includes references. (NAL Call No.: DNAL HQ793.A44).

Adolescent depression represents a growing concern for secondary school personnel. Depression is often related to suicide, which currently ranks as the second leading cause of death in adolescents. Since secondary school personnel should be able to identify characteristics of adolescent depression, the purpose of this study was to assess regular classroom teachers', guidance counselors', and special education teachers' ability to identify characteristics of adolescent depression. Results indicated that counselors possess the greatest knowledge of these characteristics, while regular and special education teachers are somewhat less able to identify them. Results are discussed in terms of training and evaluation issues for teachers.

0424

**The Select Panel for the Promotion of Child Health: injury recommendations in retrospect.**

JSISAF. Butler, J.A. ; Mitrovich, K.A. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. Summer 1987. v. 43 (2). p. 119-132. Includes references. (NAL Call No.: DNAL HM1.A3J65).

In December 1980, the Select Panel for the Promotion of Child Health made a series of recommendations regarding the health needs of the nation's children. Among the panel's recommendations were several on the topic of injury prevention. This article reviews the formulation, nature, and implementation of these recommendations. Three problems in formulating the recommendations are discussed: (1) a limited knowledge base, (2) disagreement on appropriate social strategies, and (3) concern over the tepid national will to do something about childhood injuries and violence. Despite these problems, recommendations were made on the topics of motor vehicle safety, and of home and neighborhood safety, as well as on the development of a national data base on injuries and violence that could adequately inform future social policy. Since 1980 there has been a decline in most types of nonintentional death for children as

well as for other age groups.

Significant developments have been realized in each of the areas of the panel's recommendations, although not always those anticipated by the panel's report.

0425

**Selecting media for instruction /Robert A. Reiser and Robert M. Gagne.**

Reiser, Robert A. ; Gagne, Robert Mills. ; 1916-. Englewood Cliffs, N.J. : Educational Technology Publications, c1983. vi, 126 p., 1 folded leaf : ill. ; 25 cm. Includes bibliographies and index. (NAL Call No.: DNAL LB1043.R4). Abstract: This book presents practical guidelines for the selection of instructional media in the fields of education and training. These guidelines are likely to be of benefit to instructional designers, trainers, classroom teachers, instructors, media specialists, and administrators. The media selection model described in this book focuses on the principles of human learning that should be considered when selection decisions are being made, as well as on the practical factors that must be considered in the selection process. By employing the model, users can be assured that the media they choose will not only be appropriate from a practical point of view, but also from the important standpoint of learning effectiveness.

0426

**Self-concept and sex-role orientation: An investigation of multidimensional aspects of personality development in adolescence.**

Ziegler, C.B. ; Dusek, J.B.~Carter, D.B. Tucson : The Journal. The Journal of early adolescence. Spring 1984. v. 4 (1). p. 25-39. Includes references. (NAL Call No.: DNAL HQ796.J62).

A total of 354 6th through 12th grade adolescents completed both a measure of self-concept and revised version of the Bem Sex Role Inventory in order to assess relationships between sex-role orientation and self-concept during adolescence. It was hypothesized that sex-role orientation and self-concept were systematically related multidimensional aspects of personality. The results confirmed the major hypotheses. Overall, Masculine and Androgynous adolescents scored significantly higher than did Feminine and Undifferentiated adolescents on the instrumental self-concept dimension of Achievement/Leadership. In contrast, Feminine and Androgynous adolescents scored significantly higher than their Masculine and Undifferentiated peers on the expressive self-concept dimension of Congeniality/Sociability. Feminine adolescents exhibited significantly higher adjustment self-concepts than did their Undifferentiated peers, but both groups scored lower on this aspect of self-concept than did Androgynous and Masculine adolescents. Finally, on the dimension of Masculinity/Femininity, Masculine adolescents scored significantly higher, and Feminine

adolescents significantly lower, than did their Androgynous and Undifferentiated peers. Regression analyses indicated a significant Masculinity component for the instrumental, and a significantly Femininity component for the expressive, dimension of self-concept. In addition, only Masculinity contributed significantly to regression predicting overall Adjustment scores. No age differences emerged from any of the analyses. The results illustrate the utility of the notion that self-concept and sex-role orientation are multidimensional constructs.

0427

**Self-concepts of rural early adolescent juvenile delinquents.**

Jurich, A.P. ; Andrews, D. Tucson : The Journal. The Journal of early adolescence. Spring 1984. v. 4 (1). p. 41-46. Includes references. (NAL Call No.: DNAL HQ796.J62).

Using a sample of rural early adolescents the present study found delinquent adolescents to have a lower self-concept than their nondelinquent counterparts, especially in the areas of body image, moral and ethical self, and family self-concept. These delinquents showed significant signs of maladjustment on the Tennessee Self-Concept Scale but accepted their negative self-image. Supplementary questions indicated that the delinquent group felt emotionally distant from their families, overreliant on their peers, and saw little hope for their future.

0428

**Self destructive tendencies and depression as predictors of suicidal ideation in teenagers.**

Lester, D. ; Gatto, J.L. London : Academic Press. Journal of adolescence. June 1989. v. 12 (2). p. 221-223. Includes references. (NAL Call No.: DNAL RJ499.A1J57).

In male teenagers, scores on a self-destructive inventory were more strongly associated with the presence of suicidal ideation than scores on a depression inventory. For female teenagers, scores on the depression inventory were more strongly associated with suicidal ideation.

0429

**Sex differences in the relationship of young adolescents' social inferencing and characteristic social conduct.**

Mergendoller, J.R. ; Packer, M.J. Tucson, AZ : H.E.L.P. Books. Journal of adolescent research. Fall 1986. v. 1 (3). p. 303-314. Includes references. (NAL Call No.: DNAL HQ793.J68).

Interrelations were examined between young adolescents' characteristics social conduct and their social inferencing ability. Factor analysis of 48 teachers' ratings of 119 seventh grade students' characteristic social conduct resulted in the extraction of two factors. The first represented integrative or other-enhancing behavior;

the second factor for boys, and on a third orthogonal factor for girls. These results are interpreted in terms of male and female adolescents' differential ways of processing experience.

0430

**Sex-role attitudes of senior high school 4-H members regarding careers and employment.**

Hildreth, G.J. ; Richard, S.L.~Burts, D.C. Tucson, AZ : H.E.L.P. Books. Journal of adolescent research. Fall 1986. v. 1 (3). p. 267-276. Includes references. (NAL Call No.: DNAL HQ793.J68).

The study examined the factors that contribute to the formation of sex-role attitudes of high school adolescents from the Cane Belt Area in Louisiana. The sample consisted of 101 females and 65 males who were 11th and 12th grade students in the 4-H Club program. Data from the questionnaire were correlated with variables of sex, grade, mother's employment, and parental educational attainment. While both sexes displayed consistently nontraditional attitudes, females uniformly expressed less traditional attitudes than males. The variables with the exception of mother's education and grade level of respondents were shown to have a significant impact on the development of sex-role attitudes in the respondents. Data in this study also indicated females expressed a more nontraditional attitude towards employment expectations than did their male counterparts.

0431

**Sibling interaction across cultures theoretical and methodological issues**

*/Patricia Goldring Zukow, editor.*

Zukow, Patricia Goldring. New York : Springer-Verlag, c1989. xvi, 207 p. ; 25 cm. Includes bibliographies and indexes. (NAL Call No.: DNAL BF723.S43S4).

Abstract: This book uses theoretical and methodological issues to explain the positive role siblings play in each others emotional, social and cognitive development. The underlying premise of this book is the importance of social interactions in the acquisition and transmission of knowledge, culture, and social understanding to enhance child and adolescent development. Topics include: sibling relationships across culture; the cultural context of sibling care; the role of sibling interaction in child socialization; siblings as effective socializing agents; siblings and the development of social understanding in early childhood; sibling interaction, birth spacing, and intellectual linguistic development; and the perceptions of the siblings role as perceived by the child, parents, observers, sisters and brothers.

0432

**Sibling relationships their nature and significance across the lifespan /edited by Michael E. Lamb, Brian Sutton-Smith.**

Lamb, Michael E.,; 1953-~Sutton-Smith, Brian. Hillsdale, N.J. : L. Erlbaum Associates, 1982. xii, 401 p. ; ill. ;

24 cm. Includes bibliographies and indexes. (NAL Call No.: DNAL BF723.S43S5).

**Abstract:** Very few sibling studies were designed to illuminate developmental changes occurring during the middle childhood years. The existing cross-sectional studies of children representing ages 6-12 yield scant suggestion of the developmental changes occurring during middle childhood, particularly for sibling relations. However, depending on the phase of middle childhood being experienced by one or more siblings in the family, sibling experiences result in differing outcomes. Nor are there studies that directly contrast sibling experiences in early childhood with those in middle childhood and with those in adolescence. The present review calls for longitudinal consideration of sibling conflict and its pattern of resolution over time as well as developmental consideration of issues that involve sibling dependency and needs for one another.

0433

**Single parents, stepparents, and the susceptibility of adolescents to antisocial peer pressure.**

CHDEAW. Steinberg, L. Chicago, Ill. : University of Chicago Press. Child development. Feb 1987. v. 58 (1). p. 269-275. Includes references. (NAL Call No.: DNAL RJ1.C3).

Steinberg, Laurence. Single Parents, Stepparents, and the Susceptibility of Adolescents to Antisocial Peer Pressure. *Child Development*, 1987, 58, 269-275. According to a recent report, adolescents living in single-parent households are more likely to engage in deviant activity than are youngsters living with both natural parents, or in single-parent, extended households, allegedly because the presence of an additional adult provides greater control of youngsters' behavior. In the present study, fifth, sixth, eighth, and ninth graders from 1 of 3 family structures (both natural parents, mother alone, or 1 natural parent and a stepparent) were compared with respect to their susceptibility to peer pressure to engage in deviant activity. All comparisons controlled for sex, age, socioeconomic status, maternal employment, and patterns of family decision making. Youngsters living with both natural parents were less susceptible to pressure from their friends to engage in deviant behavior than youngsters living in other family structures. More important, youngsters growing up in stepfamilies--in the present of an additional adult--were equally at risk for involvement in deviant behavior as were their peers growing up in single-parent households.

0434

**Skills for adolescence.**

Granville, Ohio : Quest International, c1988. "Fostering skills in-- responsibility, decision making, communication, self-confidence, goal

setting"--Prel. p.~ "A joint program of Lions Clubs International and Quest International"--Prel. p.~ "Middle and junior high schools."--Cover. 521 p. (loose leaf) : ill. ; 30 cm. Includes bibliographies. (NAL Call No.: DNAL HQ796.S52 1988).

**Abstract:** The Skills for Adolescence curriculum was developed to teach life skills to young adolescents between the ages of 10 and 14. The curriculum begins with information for the instructor on implementation of the course, classroom strategies, and strategies for including community service. Following this, the lesson plans for the seven units are provided and include objectives, activities, and homework assignments. The unit topics are challenges of the teen years, communication, emotions, peer relationships, family relationships, decision making, and goal setting. Unit tests are included. A student workbook, parent meeting guide, a book for parents, a guide for a leader training workshop, and a book for teens accompany the curriculum.

0435

**Skills for adolescenceactivities and assignments : student workbook.**

Granville, Ohio : Quest International, c1988. "A joint program of Lions Clubs International and Quest International."~ "These materials are to be used only as a supplement to the Skills for adolescence curriculum." 136 p. : ill. ; 28 cm. (NAL Call No.: DNAL HQ796.S51).

**Abstract:** This workbook is for students in the Skills for Adolescence Program. The book is a collection of activities and assignments for each of the seven units of this program for young adolescents between the ages of 10 and 14. The unit topics are challenges of the teen years, communication, emotions, peer relationships, family relationships, decision making, and goal setting.

0436

**Skills for adolescenceworkshop guidebook.**

Granville, Ohio (537 Jones Road, P.O. Box 566, Granville 43023-0566) : Quest International, 1988. To be used as a supplement to the Skills For Adolescence curriculum.~ At head of title: Lions-Quest.~ "Revised 3/88." 113 p. ; 28 cm. (NAL Call No.: DNAL HQ796.S5 1988).

**Abstract:** This book outlines a three day workshop designed to prepare instructors to teach the Skills for Adolescence course to young teens. The workshop includes sections on group development, effective listening, a review of the course materials, effective course design, communication skills, prevention, building self-confidence, family involvement, course implementation, and trouble-shooting problems.

0437

**Skills for adolescents to manage stress & depression**  
*Joyce Walker.*

Walker, Joyce. Stacy, MN : Spectra Photo/Audio, 1988. Presented at the 1988 National Association of Extension 4-H Agents 42nd Annual Conference, Nov. 6-10, 1988, Minneapolis, MN.~ Title in proceedings: Tackling tough stuff : skills for adolescents to manage stress and depression.~ "317-T28A ; 317-T28B." 2 sound cassettes (ca. 120 min.). (NAL Call No.: DNAL Audiocassette no. 110). Abstract: After three years of research and professional/adult education, Minnesota 4-H produced an experiential curriculum to teach adolescents skills to manage stress and depression. The seven lessons emphasize recognition of self-destructive behavior and help seeking and care-giving techniques. This prevention program teaches constructive coping, effective communication, creative problem-solving and building support systems. The accompanying video, "Just Listen," provides discussion starters as teenagers describe their stressors, their losses and conflicts, and their experience with clinical depression. Seminar participants will practice exercises under the direction of 4-H members.

0438

**Skills for living / Howard Kirschenbaum, Barbara Glaser .**

Kirschenbaum, Howard. ; Glaser, Barbara.; 1950-. Granville, Ohio : Quest International, c1982. "A project of Quest International."~ "Grades 9-12"--Cover. 414 p. (loose leaf) : ill. ; 30 cm. Includes bibliographies. (NAL Call No.: DNAL HQ796.K5 1982). Abstract: This curriculum for high school students is designed to help adolescents and their parents develop life skills. The guide begins with a section on the goals of the Skills of Living program, program implementation, and program evaluation. Following this are the lesson plans for the ten units which include objectives, procedures, activities, and assignments. The topics covered in the ten units are development of the group, self-concept, feelings, friends, parent participation, family, marriage, parenting, financial management, life planning, and life philosophy. Accompanying the curriculum are a guide for an instructor training workshop, a book for teens, and a student journal.

0439

**Skills for livingstudent journal.**

Granville, Ohio : Quest International, c1982. "Second edition"--Cover.~ "This journal is to be used only as a supplement to the Skills For Living curriculum." 82 p. : ill. ; 28 cm. (NAL Call No.: DNAL HQ796.S61 1982). Abstract: This booklet is the student workbook which accompanies Skills for Living, a curriculum for high school students and their parents. This workbook contains practical tips and activities for each of the ten units of the curriculum. The unit topics are

getting started, self-concept, feelings, friends, parent participation, families, marriage, parenting, financial management, life planning, and life philosophy.

0440

**Skills for livingteacher preparation workshop.**

Granville, Ohio : Quest International, 1982. Cover title. 48 p. ; 28 cm. (NAL Call No.: DNAL HQ796.S6).

Abstract: This guide is an outline to the teacher training workshop for the Skills for Life Program for Adolescents. The purpose of the guide is to train instructors how to successfully implement this curriculum for high school students and their parents. The workshop introduces the instructor to the course materials and provides background information on topics such as lesson processing, effective listening, effective teaching techniques, and building self-esteem.

0441

**The social adaptation of mainstreamed mildly retarded children.**

CHDEAW. Taylor, A.R. ; Asher, S.R.~Williams, G.A. Chicago, Ill. : University of Chicago Press. Child development, Oct 1987. v. 58 (5). p. 1321-1334. Includes references. (NAL Call No.: DNAL RJ1.C3).

The purpose of the present study was to assess the social adaptation of mainstreamed mildly retarded children, comparing them to a matched sample of regular education students. Results indicated that mildly retarded children were quite rejected by their peers, and, compared to nonretarded classmates, they reported significantly more dissatisfaction and anxiety about their peer relations. With respect to behavioral style, there were no group differences in peer- or teacher-reported aggressiveness or disruptiveness. However, retarded children were perceived as more shy and avoidant, as less cooperative, and as less likely to exhibit leadership skills. Further analysis of the behavioral assessment data, via cluster analysis, revealed 2 subtypes of rejected retarded children: an internalizing group perceived as displaying high levels of shy/avoidant behavior and an externalizing group perceived as high in aggressive and/or disrupted behavior. In addition, the internalizing group reported higher social anxiety than did the externalizing group. Implications for school-based intervention research with mildly retarded children are discussed.

0442

**Social and psychological discriminants of adolescent suicide: age and sex differences.**

Triolo, S.J. ; McKenry, P.C.~Tishler, C.L.~Blyth, D.A. Tucson : The Journal. The Journal of early adolescence. Fall 1984. v. 4 (3). p. 239-251. Includes references. (NAL Call No.: DNAL HQ796.J62).

Data from forty-six adolescent suicide

attempters and their mothers, and a comparison group of 46 non-suicidal adolescents and their mothers, were analyzed to identify sex and age differences in adolescent suicidal behavior. In general, discriminant analysis indicated that variables descriptive of intra-familial attachments were more predictive of younger adolescent suicidal behavior whereas variables descriptive of attachments outside the family were more predictive of older adolescent suicidal behavior. Also variables descriptive of the mother-child relationship were found to be more predictive of female adolescent suicidal behavior than that of males.

0443

**Social attributional biases of peer-rejected and aggressive children.**

CHDEAW. Waas, G.A. Chicago, Ill. : University of Chicago Press. Child development. Aug 1988. v. 59 (4). p. 969-975. Includes references. (NAL Call No.: DNAL RU1.C3).

Peer-rejected high-aggressive, rejected low-aggressive, and non-rejected third- and fifth-grade boys were shown sets of drawn pictures differently balanced on Kelley's social dimensions of distinctiveness (i.e., depicting a hypothetical peer interacting with other children) and consistency (i.e., depicting the peer interacting with the subject) information. Following each set, a provoking incident involving the subject and peer was described in which the subject experienced a negative outcome and the peer exhibited ambiguous intent. When given no social information, rejected high-aggressive and rejected low-aggressive boys made more hostile attributions and suggested more hostile responses. When provided social information, however, all groups made similar attributions and weighted consistency information more heavily in their evaluations. All groups maintained a consistent response style across information conditions, with rejected high-aggressive boys suggesting the most aggressive responses. Implications for the treatment of childhood aggression are discussed.

0444

**Social categorization and behavioral episodes: a cognitive analysis of the effects of intergroup contact.**

USISAF. Rothbart, M. ; John, D.P. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. Fall 1985. v. 41 (3). p. 81-104. Includes references. (NAL Call No.: DNAL HM1.A3J65).

The effects of intergroup contact on stereotypic beliefs, it is argued, depend upon (1) the potential susceptibility of those beliefs to disconfirming information and the degree to which the contact setting "allows" for disconfirming events, and (2) the degree to which disconfirming events are generalized from specific group members to the group as a whole. To account for the generalization of attributes from a

sample to a population, we present a cognitive-processing model. The model assumes that impressions of groups are most heavily influenced by the attributes of those members most strongly associated with the group label. In order for group stereotypes to change, then, disconfirming information must be associated with the group labels. However, a number of powerful cognitive processes work against this association. As a consequence, we predict that stereotype change will be relatively rare under "normal" circumstances but may occur when disconfirming information is encountered under circumstances that activate the group label (e.g., when disconfirming attributes are associated with otherwise typical group members).

0445

**Social characteristics of early adolescents: age versus grade.**

Thornburg, H.S. ; Jones, R.M. Tucson : The Journal. The Journal of early adolescence. Fall 1982. v. 2 (3). p. 229-239. Includes references. (NAL Call No.: DNAL HQ796.J62).

Interpretation and inference from previous adolescent studies of psychosocial development are both difficult and confusing. Inter-study discrepancies involving research paradigms, questions, designs, samples, and measurement have added to the confusion. Further, choosing different independent measures to address similar research questions has added to the problem. This study was designed to examine differences when using age or grade as the independent measure in studying psychosocial development among early adolescents. A number of findings are presented which indicate that age is more potent mediator of adolescent development than grade. All twelve psychological and social characteristics examined in this study support this contention.

0446

**The social comparison of ability.**

Dakin, S. ; Arrowood, A.J. S.l. : s.n. . Human relations. This publication is not owned by the National Agricultural Library. Feb 1981. v. 34 (2). p. 89-109. Includes references. (NAL Call No.: DNAL A00018).

This article, based on a doctoral dissertation, examines the theories of social comparison processes, reviews the early literature of the field, presents an experiment to measure three forms of ability comparison, redefines social comparison processes and offers suggestions to revise this theory.

0447

**The social context of competition.**

Sherif, C.W. Urbana, Ill. : University of Illinois Press, 1976. Social problems in athletics / edited by Daniel M. Landers. This publication is not owned by the National Agricultural Library. p. 18-36. (NAL Call No.: DNAL A00011). A summary of the large amount of research into competition and its

effects on children, this essay effectively covers such topics as learning to compete, differences in standards and goals, psychological effect of competition, inadequacies in research into competition, and effects of prolonged competition. In general, a child learns to compete during socialization in a particular social context. Differences in standards and goals of various types of competition can help to understand competition and to facilitate changes. Careful consideration must be given to the child's psychological well being before, during, and after a competitive event. Future research into competition must include the social context of competition and study the effects of competition over a long period of time. If careful planning is conducted, competitive activities can be beneficial and even fun.

0448

**Social foundations of thought and action a social cognitive theory /Albert Bandura.**

Bandura, Albert, 1925-. Englewood Cliffs, N.J. : Prentice-Hall, c1986. Includes indexes. xiii, 617 p. : 25 cm. Bibliography: p. 523-582. (NAL Call No.: DNAL HM251.B3).

Abstract: This book presents the theory of human motivation and action, from the cognitive perspective. Chapter 1 concerns the models of human nature and causality, such as the Psychodynamic Theory, the Trait Theory, and the Social Cognitive Theory. Chapters 2 through 5 contain topics on observation learning, enactive learning, the diffusion of social practices, and predictive knowledge and forethought. Chapters 6 through 10 discusses incentive motivators, vicarious motivators, self-regulation mechanisms, self-efficacy, and cognitive regulators. The chapters in this book cover a many issues relating to human thought, motivation, and behavior.

0449

**Social psychological aspects of competition for male youth sport participants. I. Predictors of competitive stress.**

Scanlan, T.K. ; Lewthwaite, R. Champaign, Ill. : Human Kinetics Publishers. Journal of sport psychology. This publication is not owned by the National Agricultural Library. 1984. v. 6 (2). p. 208-226. Includes references. (NAL Call No.: DNAL A00016).

A first of four interrelated research articles, this one analyzes the predictors of competitive stress in young male athletes focusing on individual athletic competition. 76 wrestlers ranging in age from 9 to 14 years of age participated in a pre-event and post-event questionnaire on stress and its influences and causes. Results show that pre-event stress can be predicted by personal performance expectations and competitive trait anxiety while post-event stress is affected by the win-loss outcome and the

amount of fun experienced. Additional factors which can cause stress include parental pressures to win and worries about failure, adult expectations, and social evaluation. These latter concepts need further investigation to determine extent of their influence in individual athletic competition.

0450

**Social psychological aspects of competition for male youth sport participants. II. Predictors of performance outcomes.**

Scanlan, T.K. ; Lewthwaite, R.~Jackson, B.L. Champaign, Ill. : Human Kinetics Publishers. Journal of sport psychology. This publication is not owned by the National Agricultural Library. Dec 1984. v. 6 (4). p. 422-429. Includes references. (NAL Call No.: DNAL A00016). A second series of four articles, this article focuses on predictors of performance outcome (win-loss) of 76 wrestlers in age 9 to 14 years old. For this study it hypothesized that winners would have more years competitive sport experience; higher personal performance expectations; and less worries about failure, adult expectations, and social evaluation. Based on findings, outcomes can, for the most part, be determined by the above factors. This concept provides an important aspect of performance outcomes; experience and psychological factors do influence the outcome of a competitive event.

0451

**Social psychological aspects of competition for male youth sport participants. III. Determinants of personal performance expectancies.**

Scanlan, T.K. ; Lewthwaite, R. Champaign, Ill. : Human Kinetics Publishers. Journal of sport psychology. This publication is not owned by the National Agricultural Library. 1985. v. 7 (4). p. 389-399. Includes references. (NAL Call No.: DNAL A00016).

A third in a series of four interrelated articles, this analysis examines what determines personal performance expectations. The study group is 76 wrestlers ranging in age from 9 to 14 years. Hypothesis included are 1) higher self-esteem and higher perceptions of abilities would result in higher generalized performance expectations; 2) success (a win) and positive evaluations from parents and coaches also would result in higher generalized performance expectations; 3) high generalized expectations would result in high specific performance expectations; and 4) success would result in higher specific performance expectations for the next competition event. Results indicate initial evidence that higher self-esteem, success in previous events, and more positive evaluations of performance create higher generalized expectations and that higher generalized expectations allowed for higher specific expectations. Additional studies are recommended to determine how strong of correlation exist.

0452

**Social psychological aspects of competition for male youth sport participants. IV. Predictors of enjoyment.**

Scanlan, T.K. ; Lewthwaite, R. Champaign, Ill. : Human Kinetics Publishers. *Journal of sport psychology*. This publication is not owned by the National Agricultural Library. 1986. v. 8 (1). p. 25-35. Includes references. (NAL Call No.: DNAL A00016). The last of four articles, this study looks into the predictors of enjoyment for male athletes. The same group of 76 wrestlers ages 9-14 years are studied. It is predicted that athletes with higher perceptions of ability would experience more enjoyment than athletes with lower perceived ability and athletes perceiving more positive adult evaluation and affective performance reactions and more adult involvement and interactions in athletic events would perceive more enjoyment. These hypotheses received support from this study. Also presented here is a model of sport enjoyment which can be adapted to any type of activity which involves youth.

0453

**Social psychology in athletics /Bryant J. Cratty.**

Cratty, Bryant J. Englewood Cliffs, N.J. : Prentice-Hall, c1981. xiii, 303 p. : ill. ; 24 cm. Includes bibliographies and index. (NAL Call No.: DLC GV706.4 .C72DLC GV706.4.C72).

Abstract: Written for students studying sport psychology and for coaches and athletes themselves, this book examines the psychosocial theories and research which surrounds the world of sports and athletes. Each chapter discusses in depth a particular aspect of social psychology as it relates to sports and also provides a section called "Implication for the Coach." This section can provide useful suggestions for other concerned groups such as parents or 4-H youth leaders. Of particular interest are the chapters on "Early Social Experiences and Later Athletic Participation," "Competition and Cooperation," "The Athlete's Motives within a Social Context," and "Group Motives and Aspirations." These chapters provide well written reviews of the current research into their respective areas in which many concepts are applicable to nonathletic youth organizations.

0454

**The social psychology of physical disability: 1948 and 1988.**

JSISAF. Meyerson, L. New York, N.Y. : Plenum Publishing Corporation. *The Journal of social issues*. Spring 1988. v. 44 (1). p. 173-188. Includes references. (NAL Call No.: DNAL HM1.A3J65).

The editor of JSI's 1948 special issue on the social psychology of physical disability recalls some of the circumstances associated with its creation. He epitomizes the Zeitgeist in

this field in 1948 and 1988, speculates on the influence of the JSI issue in the changes that occurred over those 40 years, and discusses several variables that may influence further developments by the year 2000.

0455

**Social structure and social cognition in early adolescence: affiliative patterns.**

Cairns, R.B. ; Perrin, J.E.~Cairns, B.D. Tucson : The Journal. *The Journal of early adolescence*. Fall 1985. v. 5 (3). p. 339-355. Includes references. (NAL Call No.: DNAL HQ796.J62).

To investigate the relations between perceptions of the social structure and affiliative patterns in early adolescence, subjects in three grades of junior high school were studied in a multi-method, longitudinal research design. Interview, observational, and rating procedures were employed to obtain information about the effective social clusters within each class. After one year, the social structure of the 7th grade (now 8th) was reassessed. The results indicate high levels of consensus (in terms of accuracy, lack of intrusion) among adolescents in their conceptions of the social systems of which they are a part. This outcome was obtained across three grades and across gender groups within each grade. The perceived social clusters were closely related to the occurrence of behavioral interchanges of non-negative sort. Episodes of interpersonal conflict were as likely to occur with persons outside the individual's social cluster as with persons who were co-members. Implications of these findings for sociometric assessment and the veridicality of self-attributions are discussed.

0456

**Social support and adolescent mothers: action research contributions to theory and application.**

JSISAF. Unger, D.G. ; Wandersman, L.P. New York, N.Y. : Plenum Publishing Corporation. *The Journal of social issues*. Spring 1985. v. 41 (1). p. 29-45. Includes references. (NAL Call No.: DNAL HM1.A3J65).

Two longitudinal studies examined the influences of social support, networks and support interventions on the adjustment of teenage mothers and their babies. Structured interviews were conducted prenatally and during postnatal follow-up in both studies. Group and home-based educational support interventions were also conducted through the baby's first year of life. Perceived support, social network resources, and support interventions were related to better postpartum adjustment for young mothers and improved health and development for their babies. Some negative effects were also suggested. The results confirm the importance of assessing specific sources of support and of distinguishing between the concepts of perceived support and social networks. Implications for future social support research and

interventions are discussed.

0457

**Society/community and the adolescent: how much the problem, how much the solution.**

Comerci, G.D. Tucson, Ariz. : The Journal. The Journal of early adolescence. Feb/May 1989. v. 9 (1/2). p. 8-12. Includes references. (NAL Call No.: DNAL HQ796.J62).

This article is an essay on the role of adolescents in society. The author begins with a short discussion of adolescence in various cultures and societies. He describes the subculture of adolescents within the adult culture. The essay includes paragraphs on the effect of societal change on the role of the adolescent, and conflicting roles created by society.

0458

**Some directions for the investigation of ego development in early adolescence.**

Marcia, J.E. Tucson : The Journal. The Journal of early adolescence. Fall 1983. v. 3 (3). p. 215-223. Includes references. (NAL Call No.: DNAL HQ796.J62).

Early adolescence is discussed as a period in the life cycle marked by two important events in ego development: the formation of an ego ideal and the synthesis of an ego identity, both established by means of exploration and experimentation. It is suggested that our society, as contrasted with those offering structured rites of passage, provides the prolonged period of adolescence necessary for this development to take place. Three important precursors at early adolescence to an achieved identity at late adolescence are proposed: confidence in parental support; a sense of industry; and a self-reflective approach to one's future. These three variables have theoretical links, respectively, to psychoanalytic theory, ego developmental (psychosocial) theory, and cognitive structural developmental theory. It is hypothesized that the three variables relate to each other and to the identity statuses at late adolescence in a hierarchical manner.

0459

**Stages of ethnic identity development in minority group adolescents.**

Phinney, J.S. Tucson, Ariz. : The Journal. The Journal of early adolescence. Feb/May 1989. v. 9 (1/2). p. 34-49. Includes references. (NAL Call No.: DNAL HQ796.J62).

Stages of ethnic identity development were assessed through in-depth interviews with 91 Asian-American, Black, Hispanic, and White tenth-grade students, all American-born, from integrated urban high schools. Subjects were also given questionnaire measures of ego identity and psychological adjustment. On the basis of the interviews, minority subjects were coded as being in one of three identity stages; White subjects could not be reliably coded. Among the minorities,

about one-half of the subjects had not explored their ethnicity (diffusion/foreclosure); about one-quarter were involved in exploration (moratorium); and about one-quarter had explored and were committed to an ethnic identity (ethnic identity achieved). Ethnic-identity-achieved subjects had the highest scores on an independent measure of ego identity and on psychological adjustment. The process of identity development was similar across the three minority groups, but the particular issues faced by each group were different.

0460

**Starting out class and community in the lives of working-class youth /Victoria Anne Steinitz and Ellen Rachel Solomon.**

Steinitz, Victoria Anne. ; Solomon, Ellen Rachel. Philadelphia : Temple University Press, 1986. Includes index. xvi, 273 p. ; 24 cm. Bibliography: p. 259-267. (NAL Call No.: DNAL HQ796.S8).

Abstract: This book reports the conclusions of researchers who examined the attitudes, aspirations, and lives of working class youth. Working from interviews with 60 working-class young people in three communities near Boston, the publication discusses the self-perceptions, life goals, relationships, philosophy and behavior of these individuals.

0461

**State and local responses to children's injuries: the Massachusetts Statewide Childhood Injury Prevention Program.**

JSISAF. Gallagher, S.S. ; Messenger, K.P.~Guyer, B. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. Summer 1987. v. 43 (2). p. 149-162. Includes references. (NAL Call No.: DNAL HM1.A3J65).

This paper identifies problems facing effective injury prevention, including the lack of media and professional attention, poor data systems on epidemiology and prevention of injuries, inadequate prevention strategies, and hampered implementation. As a partial solution to these problems, efforts are described for increasing the involvement of agencies at the local, state, and federal levels, especially those devoted to maternal and child health. One program, the Massachusetts Statewide Childhood Injury Prevention Program, is described to illustrate the role of one lead agency for designing and implementing a strategic plan for injury prevention that can overcome the obstacles noted. General perspectives are outlined for approaching injury prevention through state and local maternal and child health programs.

0462

**Staying home alone developed by the Boone County Cooperative Extension Service and Kentucky State University.**

Burlington, Ky.? : Kenton/Boone Office of Cable Communications, 1988? . VHS. 1 videocassette (65 min.) : sd., col. ; 1/2 in. (NAL Call No.: DNAL Videocassette no.520).

**Abstract:** This video contains six programs; Lesson 1 - A Parent View, Lesson 2 - On Your Own, Lesson 3 - Sibling Rivalry, Lesson 4 - Home Safety, Lesson 5 - Personal Safety, Lesson 6 - Snacks. These programs are designed to help parents and latchkey children deal with certain situations that may occur while the children are in self care.

0463

**Strategies for smoking prevention and resistance among young adolescents.**

Covington, M.V. Tucson : The Journal. The Journal of early adolescence. Winter 1981. v. 1 (4). p. 349-356. Includes references. (NAL Call No.: DNAL HQ796.J62).

This article summarizes the conceptual approach taken by the Risk and Youth: Smoking Project to assess the dynamics of smoking uptake and resistance among young adolescents and to develop widely applicable educational interventions to prevent or postpone the decision to smoke. Evidence is presented for the view that to be effective, interventions should work within the context of the naturally-occurring motivations of adolescence, and provide a range of problem-solving skills for coping with larger issues of personal-social significance that reduce the likelihood of conflict resolution in favor of smoking.

0464

**Stress stoppers for children and adolescents /Mariam J. Williams Wilson.**

Wilson, Mariam J. Williams. Sheppardstown, WV : Rocky River Pub., 1988, c1987. 111 p. : ill. ; 23 cm. (NAL Call No.: DNAL RC455.4.S87W5 1988).

**Abstract:** The purpose of this book is to provide for youth development professionals the necessary information to recognize the body and behavioral signs of stress among youth and children. The tools for the recognition of stress related problems (i.e., alcohol abuse, bulimia, drug use, etc.) are provided. Teaching techniques to stop stress among youth at risk are also provided. Some of these teaching techniques include recognition of distorted thinking patterns, effective methods of increasing self-esteem; decision-making skills, relaxation techniques, and rational nutrition.

0465

**Structural approach to injury control.**

JSISAF. Wilson, M. ; Baker, S. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. Summer 1987. v. 43 (2). p. 73-86. Includes references. (NAL Call No.: DNAL HM1.A3J65).

The goal of childhood injury control is to reduce disability and death from injury. The thesis of the structural approach is that losses due to injury can often be reduced most effectively by structural modification. Since injury results when agent and host interact in a permissive environment, preventive strategies can be aimed toward any of the factors that contribute to

causation. Many injury control strategies are therefore available. To prevent or reduce injury, a strategy must work when used, and it must be used. Strategies that require frequent individual action may fail to be used when protection is needed. The structural approach, when available, embodies strategies that do not depend on the behavior of the individuals who need protection.

0466

**Student goals for out-of-school learning activities.**

Bergin, D.A. Newbury Park, Calif. : Sage Publications. Journal of adolescent research. Jan 1989. v. 4 (1). p. 92-109. Includes references. (NAL Call No.: DNAL HQ793.J68).

This study used a goal-oriented motivation framework. The goals that high school-age adolescents held for their out-of-school learning activities were investigated. Two different approaches to goals were examined: (a) goal setting--the process of specifying desired outcomes and a self-regulated learning strategy, and (b) goal content--the life aims that people have that direct their behavior. Sixty-six students were interviewed. Few of the adolescents used goal-setting techniques effectively; only eight had a plan or series of subgoals necessary for achieving their major goal. Goal content categories that were mentioned most often were affective (feel good), self-assertive (competition), and integrative (social). The two specific goals mentioned most often were belongingness and superiority. However, when students ranked their goals by importance, affective and cognitive goals were equally common. Implications for schooling are discussed.

0467

**Student motivation /edited by Russell Ames, Carole Ames.**

; Ames, Russell,; 1945-~Ames, Carole. Orlando : Academic Press, 1984. xii, 340 p. : ill. ; 24 cm. Includes bibliographies and indexes. (NAL Call No.: GASU \$i LB1065.S88 1984).

**Abstract:** This collection of essays consolidates the current research about student motivation in education. These essays are written by researchers who have made major contributions to the theoretical and empirical literature. Topics include theories on student motivation, internal factors of motivation, classroom and situational factors, and increasing student motivation. The chapter on competition, cooperation and individualism is an excellent summary of the research into how motivation is affected by these concepts.

0468

**Suicide and depression among adolescents and young adults /edited by Gerald L. Klerman.**

; Klerman, Gerald L.,; 1928-. Washington, D.C. : American Psychiatric Press, c1986. Based on proceedings of

the Conference on Suicide and Depression among Adolescents and Young Adults, held Dec. 3-4, 1982 in Boston, Mass. xix, 383 p. : ill. ; 24 cm. Includes bibliographies and index. (NAL Call No.: DNAL HV6546.S8).

**Abstract:** This volume brings together views from the fields of clinical psychiatry, developmental psychology, epidemiology and public health on suicide and depression among adolescents and young adults. Information regarding risk factors and intervention strategies is provided. Topics include: emotional and personality development in normal adolescents and young adults; risk factors such as gender, race, genetic factors, personality, and life events which are linked with an increased likelihood of becoming depressed or attempting suicide; depression in women; and, treatment strategies. Conference on Suicide and Depression among Adolescents and Young Adults

0469

**Suicide and the rural adolescent.**

Forrest, S. San Diego, Calif. : Libra Publishers. Adolescence. Summer 1988. v. 23 (90). p. 341-347. Includes references. (NAL Call No.: DNAL HQ793.A44).

The rural family, with its particular stressors, is increasingly vulnerable to overwhelming crises. Adolescent suicide, although rare, may result from or add to that stress. The intent of this study was to identify and examine specific stressors with which a rural adolescent must deal, the coping mechanisms utilized, and when these fail, how it leads to suicidal behavior. Therapeutic modalities available to the troubled adolescent were examined and additional services suggested.

0470

**Summary of the family's view of after-school time /by Diane Hedin ... et al. .**

: Hedin, Diane. Minn. : Center for Youth Development & Research, University of Minnesota, 1986. Cover title.~ "July 1986."~ "Research sponsored by the Pillsbury Company." 7 leaves ; 28 cm. (NAL Call No.: DNAL HQ777.65.S5).

**Abstract:** Three school districts in the greater Minneapolis area participated in this study: Burnsville, Edina and Minneapolis. The purpose of the study were: to determine the scope of the "latchkey" phenomenon in the Greater Minneapolis area, to learn about how children and early adolescents in grades K-8 spend their time after school, and to examine these issues both from the perspective of parents and students. Conclusions include that the majority of children K-8 are in self or sibling care part or most of each week, latchkey arrangements effect children in very different ways, for most respondents the pleasures of being home alone outweigh the worries they list, the trend of children home alone will probably accelerate in the 80's, and currently only about 1/3 of urban and 2/3 suburban children participate in after school

programs.

0471

**Supporting young adolescents a guide to leading parent meetings.**

Granville, Ohio : Quest International, c1987. "A component of Skills for Adolescence, a joint program of Lions Clubs International and Quest International." 124 p. : ill. ; 28 cm. (NAL Call No.: DNAL HQ796.S84).

**Abstract:** This book is a guide for instructors of the Skills for Adolescence parent meetings. These meetings are for parents of young adolescents between the ages of 10 to 14. The first section explains the goals of the program, followed by suggestions for increasing parental involvement, leading a successful meeting, dealing with cultural diversity, including Lions Club members, and organizing support groups. Next a lesson plan is provided for each of the four meetings. Outlines, activities, handouts, sample correspondence, and evaluations for each lesson are included. The meeting topics are the following: improving the child's self-confidence, improving communication skills, solving family problems, and discussing drugs with the adolescent.

0472

**The Surprising years understanding your changing adolescent : a book for parents /developed by Lions Clubs International and Quest International.**

Granville, Ohio : Quest International, 1988. "This book is part of Skills for Adolescence, a program developed jointly by Quest International and Lions Clubs International"--P. 137. 137 p. : ill. ; 21 cm. Bibliography: p. 128-129. (NAL Call No.: DNAL HQ796.S92 1988).

**Abstract:** This guide for parents is part of the Skills for Adolescence Program and was designed to provide insight into the adolescent years. The book begins with a discussion of the changes that occur during adolescence, both physical, social and psychological. The next section provides suggestions for building self confidence in the teen. Topics discussed include skill development, appreciation, and responsibility. Following this, the author examines strategies for talking to adolescents and includes sections on understanding, timing, listening, and touch. Next tips for improving family relationships are suggested in the areas of family priority, discipline, consistency, and expectations. Last, a chapter is devoted to substance abuse.

0473

**Synthesis and taxonomy of the research base for 4-H youth development educationfinal report, phase I.**

Mississippi State : Mississippi Cooperative Extension Service and Dept. of Agricultural and Extension Education, 1987? . "Special-needs project funded by ES-USDA." . iv, 173 leaves : forms ; 28 cm. (NAL Call No.: DNAL S533.S9). A taxonomy was design categorizing 4-H professional research and knowledge into five areas: communication

(interpersonal, group, public relations, verbal skills, presentation, written, non-verbal, listening, technical), educational design (institutional framework, needs assessment, program design, program implementation, program redirection), youth development (psychological maturation, physical maturation, social-moral development, cognitive development, vocational education), youth program management (personnel management, recruitment, training, professionalism, performance appraisal, resource development, administrative, marketing), and adult/youth volunteerism (staffing, recruitment, training, recognition, supervision, policy, legal considerations, leadership development). Theses and dissertations, journals and periodicals, and funded research in the five areas were reviewed and abstracts completed and included in this publication. Instruments used to collect this information which established a research base for youth development work are also included.

0474

**Taking charge through life/work planning**

**Barbara D. Hector.**

Hector, Barbara D. Stacy, MN : Spectra Photo/Audio, 1988. Presented at the 1988 National Association of Extension 4-H Agents 42nd Annual Conference, Nov. 6-10, 1988, Minneapolis, MN.~ "317-T36A; 317-T36B.". 2 sound cassettes (ca. 120 min.). (NAL Call No.: DNAL Audiocassette no. 119).

Abstract: Career choice and career education is much more than selecting post-high school education or finding a job. A multitude of complex issues face today's youth. Choices and decisions that youth make today will have and effect upon their future. Many employers are voicing concern about the attitudes of youth toward work. With these facts in mind, a study was conducted to measure the impact of a life/work planning course for Junior High (grades 7 and 8) students. Using the Career Maturity Inventory, the study sought to determine if teaching an eight hour course would enhance students' skills in attitudes about work, life decision making, and changes in the world of work, home and family. Participants in this workshop will learn how the study was conducted, results of the study and have an opportunity to experience a portion of the life/work planning lessons.~ All lessons are experiential and participatory, which are in keeping with the 4-H theme of "Learn by Doing".

0475

**A Taxonomy of the Knowledge Base for 4-H Youth Development Education phase 1**

**/Charles W. Lifer, project director ; Gary W. Gerhard, researcher.**

; Lifer, Charles W.~Gerhard, Charles W. Washington, D.C. : Cooperative Extension System, 1987. Final report.~ "A project conducted jointly by the 4-H Youth Development Unit of the Cooperative Extension Service and the United States Department of Agriculture,

**Science and Education/Extension**

**Service"~Cover.~ August 1987.~ OSU-PRK-1. 1 v. (various pagings) : ill. ; 28 cm. (NAL Call No.: DNAL aS533.F66T3).**

Abstract: The Knowledge & Research Base of Extension 4-H Youth Development is funded by the Extension Service of the United States Department of Agriculture, Science and Education Office. Two Land-Grant Universities cooperated with officials of USDA and the National Agriculture Library, Beltsville, Maryland, to identify the knowledge and research base of Extension 4-H Youth Development education and extract/compile the foundation materials for a database to strengthen researched based 4-H youth development education throughout the United States of America. Lists of Books, Journals, Associations, Organizations, In-Service Education in Cooperative Extension Services, Knowledgeable Individuals, Coursework, and Other Resources have been sorted for the use of educators according to the five basic component areas that comprise the identified knowledge base from which 4-H youth development proceeds:

Communication; Educational Design, Youth Development, Youth Program Management, and Volunteerism.~ This information will comprise the underpinnings of an electronic database entitled "4h prk" to be housed at National Agriculture Library (NAL) and accessible both electronically and hard-copy loan to youth development educators through the AGRICOLA and Inter-library loan systems.

0476

**Teach us what we want to know /Ruth V. Byler, editor ; Gertrude M. Lewis, project director and analyst ; Ruth J. Totman, assistant analyst.**

Byler, Ruth V. ; Lewis, Gertrude Minnie,; 1896-~Totman, Ruth J. New York : Published for the Connecticut State Board of Education by the Mental Health Materials Center, 1969. "Report of a survey on health interests, concerns, and problems of 5,000 students in selected schools from kindergarten through grade twelve.". xviii, 179 p. : ill., form ; 21 cm. (NAL Call No.: DNAL RA440.9.B9).

Abstract: This publication reports the results of a survey of 5,000 students (K-12) on their health interests, concerns, and problems. This survey was conducted as part of an effort to revise and improve health and family life education programs in Connecticut schools.

0477

**Teaching adolescents about alcohol and driving: a two year follow-up.**

Wodarski, J.S. Amityville, N.Y. : Baywood Publishing Company. Journal of drug education. 1987. v. 17 (4). p. 327-344. Includes references. (NAL Call No.: DNAL HV5808.J68).

This article is a report on the Teams-Games-Tournaments (TGT) alcohol education program. The TGT program has been demonstrated to be effective. The results of a two year follow-up indicate

that positive changes were maintained by TGT students while traditional and no instruction groups showed little (or no) change. The author briefly discusses maintenance of knowledge issues and reviews the components of the TGT program including alcohol education; self-management skills; instructor training and outcome measures. Alcohol knowledge, drinking behavior, attitudes toward drinking and driving and impulsive behavior measured for adolescents in one metropolitan, two semi-metropolitan and two rural areas are discussed.

0478

**Teaching natural resources**  
**Volume three** presented by **College of Agriculture, University of Idaho**.  
Moscow, Idaho : University of Idaho, Agricultural Communications Center, c1987. Videotaped at the Northwest Regional 4-H Leaders' Natural Resources Workshop at Ketchum, Idaho.~ Container title: Teaching natural resources ; a guide for 4-H leaders. 1 videocassette (VHS) (28 min.) : sd., col. 1/2 in. (NAL Call No.: DNAL Videocassette no.513).  
Abstract: This is volume 3 of a 3-volume set of video tapes (VHS). The videos are designed to provide volunteer leaders with ideas for club activities and teaching techniques to be used in teaching about natural philosophies interspersed with group involvement in natural resources activities taught by them. Teaching is done with youth and adults. Subjects of volume 3 (28:00) include: An emphasis on the Flow Hike concept which leads youth from a low awareness to high awareness by creating enthusiasm, focusing attention, observation and discovery. Each subject presented on a tape is a separate segment, and conducive to starting and stopping for training purposes. Northwest Regional 4-H Leaders' National Resources Workshop

0479

**Teaching natural resources**  
**Volume two**  
**University of Idaho, College of Agriculture**.  
Moscow, Idaho : University of Idaho, Agricultural Communications Center, c1987. Videotaped at the Northwest Regional 4-H Leaders' Natural Resources Workshop at Ketchum, Idaho.~ Container title: Teaching natural resources ; a guide for 4-H leaders. 1 videocassette (VHS) (62 min.) : sd., col. 1/2 in. (NAL Call No.: DNAL Videocassette no.512).  
Abstract: This is volume 2 of a 3-volume set of video tapes (VHS). The videos are designed to provide volunteer leaders with ideas for club activities and teaching techniques to be used in teaching about natural philosophies interspersed with group involvement in natural resources activities taught by them. Teaching is done with youth and adults. Subjects of volume 2 (62:00) include: A Sense of wonder, teaching with games, drama and role playing, fun and love, sense of touch, and the use of campfires. Each subject presented on a tape is a separate segment, and

conducive to starting and stopping for training purposes. Northwest Regional 4-H Leaders' Natural Resources Workshop

0480

**Teaching substance abuse prevention**  
**Kirk A. Astroth**.

Astroth, Kirk A. Stacy, MN : Spectra Photo/Audio, 1988 . Presented at the 1988 National Association of Extension 4-H Agents 42nd Annual Conference, Nov. 6-10, 1988 Minneapolis, MN.~ "317-T25A; 317-T25B."~ Title in proceedings: Teaching substance abuse prevention through 4-H clubs : the Kansas model. 2 sound cassette (ca. 120 min.). (NAL Call No.: DNAL Audiocassette no.128).

Abstract: In response to the need for more issue-based programming, Kansas 4-H has developed curriculum for 4-H clubs aimed at teaching substance abuse prevention, life skills, and alternative activities. Ten lesson plans have been developed after reviewing a number of national prevention programs, including Project CHARLIE; Project STAR; Here's Looking at You, 2000; GET SET; and Starting Early. With assistance from the Kansas Social and Rehabilitation Services/Alcohol and Drug Abuse Services, and interdisciplinary team of five state and county staff formulated this prevention curriculum. Topics covered include self esteem, communications, feelings, values and goals, learning about drugs, decision-making, peer pressure, advertising, and healthy life styles. Each participant will receive a copy of the material and will engage in many of the activities so that they can teach others how to use this material with 4-H clubs. Those attending this workshop will actively participate in a number of the curriculum's lessons. Methods will include role plays, audio-visuals, small group discussions, and participatory activities.

0481

**Teamwork: a city's response to adolescent pregnancy**.

JHOEA. Kelly, M.J. Washington, D.C. : American Home Economics Association. Journal of home economics. Fall 1988. v. 80 (3). p. 19-23. Includes references. (NAL Call No.: DNAL 321.8 J82).

Because more young mothers have chosen to keep their babies rather than give them up for adoption, this article looks at the social and economic impacts of adolescent pregnancy and how the city of Norfolk, Virginia is responding to such a situation. The article looks at the four top priorities of this problem-health, education, economics and social. The organization of the Norfolk Adolescent Pregnancy Prevention and Services (NAPPS) Demonstration Project is discussed. Areas covered include: services provided, family involvement, staff development, achievements, and project obstacles. Preliminary evaluation results for the project are positive. For example, an average of 80 percent of the adolescents who enrolled in NAPPS were able to stay in school during and after pregnancy, as

opposed to 56 percent nationwide. The article concludes by outlining three elements necessary for a successful team approach to adolescent pregnancy and parenthood: 1) comprehensive services, 2) well-coordinated services, and 3) a caring environment.

0482

**Technical report of the national demonstration project field test of human sexuality values and choices /Michael J. Donahue.**

Donahue, Michael J. Minneapolis, MN (122 W. Franklin, Suite 525, Minneapolis 55404) : Search Institute, 1987. "... presents findings about a comprehensive human sexuality curriculum ... The course, Human sexuality: values and choices, is a 15-session, values-based, parent-involved, video-assisted curriculum intended for seventh and eighth graders."--Pref.~ Spine title: Values and choices : technical report. 1 v. (various pagings) : ill. ; 28 cm. Includes bibliography. (NAL Call No.: DNAL HQ57.5.A3D6).

Abstract: This report includes a literature review, research design, hypotheses, methods, and results of a survey administered before, immediately after, and three to four months after 1100 students took a course titled, Human Sexuality: Values and Choices. A group of 500 control students were also tested. The report contains charts, a complete copy of the survey instrument, results listed item by item, and a bibliography of sources (1963-1987) concerning adolescent sexuality and sexuality education.

0483

**Teen-link: promoting health awareness among adolescents.**

Vernon M.E.L. Washington, D.C. : Office of Human Development Services, Department of Health and Human Services. Children today. Jan/Feb 1988. v. 17 (1). p. 20-24. ill. Includes references. (NAL Call No.: DNAL HV701.C51).

Natural good health during adolescence is a myth says this North Carolina author. In the 1980's youth are experiencing a number of problems which carry a high mortality rate such as suicide, substance abuse, teen pregnancy, accidents, and violent behavior. Teen Link was developed in Durham, North Carolina to combat these problems. The author describes implementation and networking for the program. Program evaluation and participant motivation is also discussed.

0484

**Teenage fathers /Bryan E. Robinson ; foreword by Harriette McAdoo.**

Robinson, Bryan E. Lexington, Mass. : Lexington Books, c1988. xvi, 173 p. ; 24 cm. Includes bibliographies and index. (NAL Call No.: DNAL HQ756.R6).

Abstract: This book is a comprehensive guide to the role of the father in teenage pregnancies. The book provides case studies with important research findings and information on programs and

resources for practitioners involved with adolescent health, sexuality, and social service efforts. By understanding teen fathers, practitioners will be able to address the needs and concerns of teenage fathers and provide help and encouragement for them. Practical information presented includes: suggestions for overcoming preexisting professional bias against teen fathers; effective sex education; establishing support and counseling services; developing and evaluating intervention and prevention programs; and, a very extensive resource listing of books, periodicals, reports, audiovisuals, and programs for teenage fathers.

0485

**Teenage pregnancy an advocate's guide to the numbers / by Karen Pittman and Gina Adams .**

Pittman, Karen J., 1952- ; Adams, Gina C. Washington, D.C. (122 C St., N.W., Washington, 20001) : Children's Defense Fund, 1988. Cover title.~ "January/March 1988."~ "A publication of the Adolescent Pregnancy Prevention Clearinghouse."~ 50 p. : ill. ; 28 cm. (NAL Call No.: DNAL HQ759.64.T4).

Abstract: While acknowledging the fact that a lot has been accomplished for the prevention of teen pregnancy, this publication looks at the need for the beginning of a real hard work. A step-by-step history of the teenage pregnancy activities are outlined. With the use of data from different sources, graphs, tables, bar and pie charts, the booklet looks at the trends of teen pregnancy, racial and ethnic differences, adolescent males and their reproductive behavior, geographic differences and geographic differences by race and ethnicity.

0486

**Teens talk about alcohol and alcoholism /written by students from the Mount Anthony Union Junior High School, in Bennington, Vermont ; edited by Paul Dolmetsch and Gail Mauricette.**

; Dolmetsch, Paul.~Mauricette, Gail. Garden City, N.Y. : Doubleday, 1987. "A Dolphin book."~ xiii, 125 p. ; 22 cm. (NAL Call No.: DNAL HV5066.T4).

Abstract: This book about teens and alcohol is a collection of thoughts and interviews written by kids, for kids, that candidly examines the confusion that children may have about drinking. Some of the youngsters in the book are recovering alcoholics, many are children of alcoholics, but all share common qualms and questions about the role alcohol will play in their lives. Issues discussed include: living with an alcoholic; overcoming peer pressures to drink; defining alcohol and what place it has in society; recognizing alcohol abuse in yourself or a family member; and, places to seek help if drinking becomes a problem. This publication can be read and discussed together by kids, parents, and teachers.

**Ten-year trends in at-risk behaviors: a national study of Black adolescents.** Benson, P.L. ; Donahue, M.J. Newbury Park, Calif. : Sage Publications. Journal of adolescent research. Apr 1989. v. 4 (2, special issue). p. 125-139. Includes references. (NAL Call No.: DNAL HQ793.J68).

This study investigated at-risk behaviors among Black and White adolescents using data from a nationally representative sample of United States high school seniors that permits examination of cohort, gender, and race effects. Designed both to describe trends in at-risk behaviors and to examine the strength and stability of a 10-variable regression model, this study found that (a) Black high school seniors reported fewer at-risk behaviors than did White seniors, (b) Blacks girls consistently reported fewer at-risk behaviors than did other race/gender groups, (c) the 10-variable model lost predictive power between 1976 and 1985, and (d) the number of nights per week that seniors went out "for fun and recreation, "their religiousness, and their college plans had the greatest predictive power for at-risk behaviors.

0488

**A test of Gottfredson's theory of circumscription.**

Henderson, S. ; Hesketh, B.~Tuffin, K. Duluth, Minn. : Academic Press. Journal of vocational behavior. Feb 1988. v. 32 (1). p. 37-48. Includes references. (NAL Call No.: DNAL HF5381.A1J68).

A study of 396 New Zealand youth aged 5-14 years, explored career preferences as influenced by gender and by socioeconomic status. Interviewers used a free choice occupational question sheet and an occupational card sort coded according to sex type and socioeconomic status. Results showed that sex typing of occupational preferences began before 6 years of age, earlier than shown by Gottfredson. Boys held more firmly to sex typing than girls. Gottfredson's theory that socioeconomic status influenced only youth over 9 years of age was confirmed.

0489

**Theoretical and methodological considerations of self-concept measurement.**

Wayment, H. ; Zetlin, A.G. San Diego, Calif. : Libra Publishers. Adolescence. Summer 1989. v. 24 (94). p. 339-348. Includes references. (NAL Call No.: DNAL HQ793.A44).

Partially replicating a study by Savin-Williams and Jaquish (1981), assessment of self-concept was explored by investigating the relationships of "presented" and "experienced" selves among seven adolescent girls participating in a team sport at a high school in Southern California. Behavior observations and self- and peer ratings were used to assess three dimensions of self (self-confidence, popularity, and athletic skill) and examine relationships between these multimethods

of self-concept measurement. In general, significant correlations between behavior observations and peer ratings were found, but not between behavior observations and self-ratings, or peer and self-ratings. A behavioral approach to measuring self-concept across situations appeared to be more indicative of the multidimensionality of the self than sole reliance on self-report. The authors concluded that self-concept measurement requires increased sensitivity to definition of, saliency of, and vacillation within a domain, the reference group used for social comparison, and the impact of previous experiences on current views of self.

0490

**Toward a more perfect union basic skills, poor families, and our economic future /by Gordon Berlin and Andrew Sum.** Berlin, Gordon. ; Sum, Andrew. New York, N.Y. : Ford Foundation, 1988. ix, 99 p. : ill. ; 26 cm. Bibliography: p. 66-84. (NAL Call No.: DNAL LC1035.6.B4).

**Abstract:** The authors discuss the relationship between inadequate basic academic skills and social and economic problems. Individuals with poor reading, writing, communication, and mathematic skills are more likely to become high school dropouts, teen parents, and dependent on welfare. They also run a high risk of being jobless and becoming involved in criminal activity. Basic academic skills need to be improved to prepare youth for today's labor market. The authors suggest increasing Head Start programs, linking summer education programs to summer jobs, increasing funding for job-training programs, and designing a strong system for vocational training, retraining, and apprenticeships.

0491

**The transagency approach: a model for serving children with HIV infection and their families.**

Woodruff, G. ; Sterzin, E.D. Washington, D.C. : Office of Human Development Services, Department of Health and Human Services. Children today. May/June 1988. v. 17 (3). p. 9-14. (NAL Call No.: DNAL HV701.C51).

Project WIN was created in Boston to provide appropriate, community-based services for intravenous (IV) drug using families and their children who are at risk for, or diagnosed with AIDS, AIDS Related Complex (ARC) or Human Immunodeficiency Virus (HIV). The project uses a transagency service delivery approach which is coordinated by a board composed of representatives from 31 organizations. Children under the age of six whose parents are involved in or have completed treatment programs for IV drug using families are typically labor-intensive clients. This approach has resulted in more coordinated, cost effective, and efficient referral and intervention process.

0492

**Transition in the nuclear age: late adolescence to early adulthood.**

Van Hoorn, J. ; Le Veck, P.~French, P. London : Academic Press. Journal of adolescence. Mar 1989. v. 12 (1). p. 41-53. Includes references. (NAL Call No.: DNAL RJ499.A1J57).

College students, subjects in a 1983 study on reaction to the threat of nuclear war, participated in a follow-up study to investigate the changes that occur from late adolescence to early adulthood. The 41 subjects again completed the Nuclear War Attitude Survey (NWAS II) and, additionally, a second questionnaire and a 1 to 2 1/2 hour individual interview during which they were asked to explain changes in their answers to the NWAS II. Compared to their previous responses to the NWAS II, the responses of these young adults showed statistically significant decreases in the frequency they reported thinking about the possibility of nuclear war, their estimation of the likelihood of a nuclear war, and their intention to contact the news media to express their views. The researchers hypothesize that the major reasons for changes in response were (1) developmental differences, (2) the campus culture, (3) the political climate, (4) the media climate and (5) lack of engagement with the democratic process.

0493

**The transition to junior high school: a longitudinal study of self-esteem, psychological symptomatology, school life, and social support.**

CHDEAW. Hirsch, B.J. ; Rapkin, B.D. Chicago, Ill. : University of Chicago Press. Child development. Oct 1987. v. 58 (5). p. 1235-1243. Includes references. (NAL Call No.: DNAL RJ1.C3). This research examined the psychological well-being of 159 white and black students during the transition to junior high school. Adjustment patterns were found to be complex and highly differentiated. Self-esteem was unchanged from the end of sixth through the middle of seventh grades, rising by the end of seventh grade. Girls reported an increase in depressive and other symptoms over time relative to boys. Perceived quality of school life plunged. Peer social support increased only for blacks of high academic competence. Although there were no race differences on overall self-esteem, multivariate analyses of symptom data revealed that blacks reported greater distrust of the environment than they reported negative internal states, whereas whites reported the opposite pattern. The discussion emphasizes the developmental and ecological context of the transition.

0494

**Troubled youth, troubled families understanding families at risk for adolescent maltreatment /James Garbarino, Cynthia J. Schellenbach, Janet M. Sebes, and associates.**

Garbarino, James. ; Schellenbach, Cynthia J.~Sebes, Janet M. New York : Aldine Pub. Co., c1986. Includes indexes. xiii, 356 p. ; 24 cm. Bibliography: p. 309-338. (NAL Call No.: DNAL HV699.G3).

**Abstract:** This publication is one of the first full-length reports to examine adolescent abuse. Sixty-four families were studied from 1981-1983 in order to understand the origins, dynamics, and outcomes of abuse and neglect in the lives of adolescents. The study focused on the degree to which parent-adolescent relations were at risk for emotional or physical abuse. The authors examine adolescents and the environments they inhabit as potential factors in both prediction and prevention of abuse. The analysis contains implications for the study and prevention of child abuse, spouse abuse and abuse of the elderly.

0495

**Understanding and preventing teen suicide: an interview with Barry Garfinkel.**

Frymier, J. Bloomington, Ind. : The Journal. Phi Delta Kappan. Dec 1988. v. 70 (4). p. 290-293. ill. Includes references. (NAL Call No.: DNAL LJ121.P4P4).

This article explores appropriate responses by the schools to the growing problem of teenage suicide. The method used is an interview format between a psychiatrist and a senior fellow. Some areas covered include suicide behavioral patterns, stress and depression, and peer counseling. The article concludes that the need for recognizing teen suicide as a problem is inevitable, and action should be taken especially at the school district level.

0496

**Understanding emotion in the family: children's and parents' attributions of happiness, sadness, and anger.**

CHDEAW. Covell, K. ; Abramovitch, R. Chicago, Ill. : University of Chicago Press. Child development. Aug 1987. v. 58 (4). p. 985-991. Includes references. (NAL Call No.: DNAL RJ1.C3).

This study is an investigation of children's and parents' attributions of children's and mothers' happiness, sadness, and anger. 123 children ages 5 to 15 years answered questions on casual attributions of their own and their mothers' emotions, method of inference, and change of maternal emotion. 54 parents were asked reciprocal questions. Major findings were age differences in causal attribution of maternal emotion, age increases in use of behavioral rather than expressive cues for inferring emotion, and a majority of children believing themselves able to alter maternal emotion. Unlike previous findings, only 5- and 6-year old children attributed maternal anger to themselves only. Older children did not causally attribute maternal anger to themselves only; however, across ages children cited themselves as a cause of maternal anger and causally attributed their own anger, rather than their

happiness or sadness, to their family.

0497

**Understanding of child development knowledge by older adolescents /Sarah L. Anderson and Arlene M. Fulton.**  
Anderson, Sarah L. ; Fulton, Arlene M. 1986. Cover title.~ "Running head: Child development knowledge."~ Paper presented at the meeting of the American Home Economics Association, Kansas City, MO. 9 leaves ; 28 cm. Bibliography: leaves 7-8 . (NAL Call No.: DNAL HQ767.85.A5). Abstract: The primary purpose of this study was to determine the knowledge of child development that college students had at the completion of an introductory course in child development. The Child Behavior and Development Inventory (CBDI) developed by Teleki (1982) was used to measure the knowledge level of students enrolled in a basic course which emphasized physical, social-emotional, and cognitive development during the childhood years (birth through adolescence). Total scores on the CBDI and on seven subsets of the CBDI were investigated. The variables studied included classification (upper and lower division undergraduates), prior course work (having completed or not completed previous courses in child development), and program of study (Home Economics, Education or Arts & Sciences).

0498

**Up close and in person presented by Education Associates, Inc. ; produced by Melloan Creative Services ; executive producer Shelley M. Mauer.**  
; Mauer, Shelley M.,; 1953-. Frankfort, Ky. : The Associates, c1987. VHS. 1 videocassette (10 min.) : sd., col. ; 1/2 in. (NAL Call No.: DNAL Videocassette no.526). Abstract: New live-action video offers many tips for a successful interview. Emphasizes the importance of an interview in convincing the employer that the applicant is the right person to hire. Instructs the viewer on proper ways to handle typical interview situations and how to write a follow-up letter.

0499

**Variables in social cognitive development: moral judgement, role-taking, cognitive processes, and self-concept in delinquents and nondelinquents.**

Hains, A.A. Tucson : The Journal. The Journal of early adolescence. Spring 1984 v. 4 (1). p. 65-74 Includes references. (NAL Call No.: DNAL HQ796.J62).

The purpose of the present project was to replicate past research showing delinquents lagging behind nondelinquents on moral judgement, role-taking, and logical cognitive tasks, and to provide instructions on moral judgement and role-taking tasks to stimulate delinquents' performance. The instructions were intended to investigate whether delinquents' inferior social cognitive performances

may be due to a structural deficit, or whether they do not evoke skills they possess or not utilize skills they have the capacity to possess. Finally, since self-concept could play a role in monitoring cognitive activity, a self-concept could play a role in monitoring cognitive activity, a self-concept as a learner questionnaire was administered to assess any differences between groups. Delinquents displayed poorer performances than nondelinquents on moral reasoning and logical cognitive abilities, but not on role-taking. Instructions to enhance moral reasoning improved all participants' scores. However, the overall inferior performance by delinquents on moral reasoning appeared to be due to structural deficit. Delinquents' self-concept as a learner scores were similar to nondelinquents despite their lower performance on other measures, suggesting they may not be as aware of their cognitive capabilities.

0500

**Variations in social support associated with gender, ethnicity, and age.**  
JSISAF. Vaux, A. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. Literature review. Spring 1985. v. 41 (1). p. 89-110. Includes references. (NAL Call No.: DNAL HM1.A3U65).

Much of the research conducted on social support over the last decade has focused on specific population groups. Until recently, very little work compared social support across groups. The importance of this type of research is discussed, including the potential role of social support in explaining subpopulation differences in psychological distress. Studies are reviewed that compare support and support effects across sex, ethnic, and age groups. In general, the findings suggest that levels of some aspects of support and the effectiveness of support components vary across these subgroups. Even the stress-buffering versus direct-effect functions of social support may vary across subgroups, as illustrated by one study focusing on social class. The implications of these studies and directions for future research are discussed.

0501

**Violence, youth and a way out.**  
Calhoun, J.A. Washington, D.C. : Office of Human Development Services, Department of Health and Human Services. Children today. Sept/Oct 1988. v. 17 (5). p. 9-11. ill. Includes references. (NAL Call No.: DNAL HV701.C51). This article examines the answer to the question of why youths resort to violence. This is handled by looking at some of the underlying causes of violence, examining approaches to solving them, and a look at some specific programs that offer hope. In conclusion, the article recommends a need for general and social service exchange program opportunities in order to claim and value teenagers.

0502

**Wanted and unwanted pregnancy in early adolescence: evidence from a clinic population.**

Lindemann, C. ; Scott, W.J. Tucson : The Journal. The Journal of early adolescence. Summer 1981. v. 1 (2). p. 185-193. Includes references. (NAL Call No.: DNAL HQ796.J62).

Data presented here from a university clinic for unwed pregnant early adolescents suggest two paths to pregnancy: (a) some females, though unmarried, apparently want to become pregnant and have a child; (b) others, who do not want a child, nonetheless become pregnant due to unforeseen circumstances. We report some critical differences in reproductive behavior between those who wanted to get pregnant and those who did not. Implications are developed for theorizing about early adolescent pregnancy and for delivering pregnancy related services for teenagers.

0503

**Water quality issues Elva Farre ; co-presenters, Fred N. Swader and Winnie Peele .**

Farre, Elva. ; Swader, Fred N.~Peele, Winnie. Stacy, MN : Spectra Photo/Audio, 1988. Presented at the 1988 National Association of Extension 4-H Agents 42nd Annual Conference, Nov. 6-10, 1988, Minneapolis, MN.~ "317-T8."~ Title in proceedings: Taking charge ; water quality issues. 1 sound cassette (ca. 90 min.). (NAL Call No.: DNAL Audiocassette no.127).

Abstract: Water Quality has been identified by the Cooperative Extension System as one of eight National Priority Initiatives. Every American depents on freshwater for life and well being. Seventy-five percent of our earth is covered with water - but only 3% of this water is freshwater and most of the freshwater is frozen - leaving a small percentage available for our life and well being. What man is doing to water is a critical concern. There is a need for programs on water quality, on using water resources wisely and on methods of conserving water supplies. This seminar will include a review of youth development water quality project guides developed by the U.S.D.A. Water Quality Initiative Task Force and the Agent Intern assigned to this unit. These materials should help agents in providing educational programs on water quality issues which will give youth the latest technical information and public policy education.

0504

**We can help children to be self-reliant.**

Brown, B. Washington, D.C. : Office of Human Development Services, Department of Health and Human Services. Children today. Jan/Feb 1986. v. 15 (1). p. 26-29. ill. (NAL Call No.: DNAL HV701.C51).

This article raises the question of whether the well-intentioned external control of adults can diminish children's capacity for self control

both now and in the future. Brown contends that children need to be motivated to manage their own lives in order to be self reliant individuals. Components of self reliance are dealt with using such important words as awareness, independent thinking, social independence, self worth, self efficacy, environment, self discipline, values and standards. Finally, the three methods used to make children more effective are examined, i.e., behavioral patterning, expectation, and modeling.

0505

**What about the boys?teenage pregnancy prevention strategies.**

Washington D.C. : Children's Defense Fund, c1988. Cover title.~ "A publication of the Adolescent Pregnancy Prevention Clearinghouse." 42 p. : ill. ; 28 cm. Includes bibliographical references. (NAL Call No.: DNAL HQ759.64.W4).

Abstract: With the assumption that young men have not been voluntarily responsible for the consequences of their sexual activity, this report suggests ways to make them more responsible for the prevention of pregnancy. Topics covered in this report include the perceived willingness in young males to be responsible for the children they father may be a reflection of their ability to provide adequate financial support; sexual activity and contraception; factors affecting contraceptive use; pregnancy and parenthood; poverty and pregnancy; what should be done to help young men delay parenthood. The book contains a list of programs and resource guides throughout the country with contact persons and phone numbers.

0506

**Where do we go from here? The policy implications of social support.**

JSISAF. Brownell, A. ; Shumaker, S.A. New York, N.Y. : Plenum Publishing Corporation. The Journal of social issues. Spring 1985. v. 41 (1). p. 111-121. Includes references. (NAL Call No.: DNAL HM1.A3J65).

This article draws together the themes appearing in the articles included in the two numbers of the Journal of Social Issues devoted to social support. The social-issue aspects of support are examined, several limitations of support interventions are discussed, and the advantages of a multicausal intervention approach are assessed. Finally, the implications for federal, state and local, and individual level health policies are presented.

0507

**Why kids play or do not play organized sports.**

Weinberg, R.S. Indianapolis, Ind. : Phi Epsilon Kappa Fraternity. Physical educator. This publication is not owned by the National Agricultural Library. May 1981. v. 38 (2). p. 71-76. Includes references. (NAL Call No.: DNAL A00017). This article discusses some of the reasons why youth choose to participate

in sports and others choose to drop out of sports. Reasons for participating include the need for affiliation with peers, the need to excel in an activity, and the need to control or dominate other people. Reasons for dropping out include too competitive, other interests, no longer fun, and too much stress. This article also discusses the problems associated with awards to encourage better performance.

0508

**Winning, the psychology of competition**  
*/Stuart H. Walker ; ill. by Thomas C. Price.*

Walker, Stuart H. New York : Norton, c1980. Includes index. xiv, 266 p. : ill. ; 24 cm. Bibliography: p. 265-266. (NAL Call No.: DLC BF637.C47 W34 1980DLC BF637.C47W34 1980C).

**Abstract:** Written for the person who loves to compete, the author discusses how one can improve their competitive edge. Drawing from Eric Berne's concept of the psyche, Walker uses the concept of Child as motivation, Parent as preparation, and Adult as mental toughness. The latter concept is divided by ego functions relative to competition such as self-appraisal and object relations. He also discusses what constitutes competition and competence. Although this book does not present empirical data, the author does provide insights from well known competitors on why they compete. As the author states in the forward, this book is designed for the competitor whether a winner or a loser but most likely the losers in competitive events will read this to become winners.

0509

**With a little help from their friends: use of social support systems by persons with retardation.**

JSISAF. Mest, G.M. New York, N.Y. Plenum Publishing Corporation. The Journal of social issues. Spring 1988. v. 44 (1). p. 117-125. Includes references. (NAL Call No.: DNAL HM1.A3J65).

in the past two decades there has been an increase in research studying the perspective of persons labeled as disabled, rather than relying solely on outsiders' (nonlabeled persons') perspectives about them. In this paper, a series of interviews with a small group of persons labeled as mentally retarded sought insights into their work environment, friendships, and future goals through their own words. The interviews revealed that they recognized being "different" in terms of the labels applied to them by others, but they did not use those same labels when defining themselves or choosing their close friends.

0510

**Work values of youth: effects of sex or sex role typing?**

Erez, M. ; Borochov, O.~Mannheim, B. Duluth, Minn. : Academic Press. Journal of vocational behavior. June 1989. v. 34 (3). p. 350-366. Includes references.

(NAL Call No.: DNAL HF5381.A1J68). This study examined the effect of sex role typing on the relationship between sex and work values. The authors hypothesized that: 1) preferred work values are related to sex and sex role stereotypes, 2) sex role typing further increases the relationship in the first hypothesis, and 3) subjective norms will also have an effect on preference for work values. The sample was 494 eleventh grade students from four high schools in Israel. The students completed a questionnaire which contained questions on work values, sex roles, and social desirability. The work values examined included: independence, humanism, group orientation, industrial democracy, leisure, activity preference, earnings, and altruism. The results showed that humanism, independence, and activity preference were the most important values for both boys and girls. Earnings was the least important. The data also showed that females preferred social and intrinsic values more than males. Sex role typing influenced the preference for group orientation, altruism, and industrial democracy.

0511

**Writing your way up the job ladder**  
*produced by Melloan Creative Service ; presented by Education Associates, Inc.*

; Mauer, Shelley M.; 1953-~VanWinkle, Charlene. Frankfort, Ken. : Education Associates, Inc., c 1987. VHS. 1 videocassette (15 min.) : sd., col. ; 1/2 in. (NAL Call No.: DNAL Videocassette no.528).

**Abstract:** Live-action video leads the viewer through written communication during the job search (eg. letters of application, resumes, interview follow-up letters.) Discusses the importance of written communications on the job; forms, letters, memos, etc. Helpful hints for effective written communications are provided to assist during the job search and to insure success on the job.

0512

**Yes you can! a guide for sexuality education that affirms abstinence among young adolescents**  
*/editor, Dorothy L. Williams ; contributing authors, Lucy Kapp ... et al. .*

; Williams, Dorothy Lowe.; 1926-~Kapp, Lucy. Minneapolis, MN (122 W. Franklin Ave., Minneapolis 55404) : Search Institute, c1987. 182 p. ; 28 cm. Includes bibliographies. (NAL Call No.: DNAL HQ57.3.Y4).

**Abstract:** This guide to sexuality education contends that, despite common beliefs to the contrary: 1) educators can present a human sexuality course that attracts parents, interests students and teaches a set of affirmative values; 2) parents can have good constructive conversations with teenagers about sexuality and sexual behavior; and, 3) teenagers can decide to delay becoming sexually involved. A rationale is presented for keeping adolescence free of child-rearing

responsibilities in order to permit pursuit of identity-seeking, exploration of vocations, social growth, and education. This publication includes a report on the results of a field test of the curriculum. "Human Sexuality: Values and Choices," an outline of normal human sexual development, and a facilitators guide for sexuality education which involves the parents.

0513

**You are somebody special /by Bill Cosby ... et al. ; edited by Charlie Shedd.** ; Cosby, Bill.; 1937--Shedd, Charlie W. New York : McGraw-Hill, c1982. Part of the Skills for Living program developed by the Quest National Center. ix, 205 p. ; 22 cm. (NAL Call No.: DNAL HQ796.Y6 1982).

Abstract: This book, written for adolescents, is a compilation of essays by 10 authorities in the field of education. The book focuses on helping teens cope with typical adolescent concerns through discovery of one's self-worth. The chapters discuss issues related to feelings, attitudes, friends, families, relationships, parenting, money, the future, and the universe. This book is used as part of the Skills for Living Program.

0514

**Young adolescents and religion.**

Benson, P.L. Tucson, AZ : Associates for Youth Development. New designs for youth development. Sept/Oct 1984. v. 5 (5). p. 17-21. Includes references. (NAL Call No.: DNAL HQ793.N48).

In this study religious involvement is tied to desirable behaviors and values. Except for the case of viewing religion as restricting, all other measures of religious sentiment are related to both inhibition of destructive behavior (chemical use, anti-social behavior, racism) and the promotion of social compassion. It appears, then that religion is, in most cases, a constructive influence in the lives of young adolescents. What can be done to encourage the adoption of religious values by young people? It was found that the most important factor is parental modeling. Young adolescents who value religion are particularly likely to have parents who talk to their children about religious concepts, pointing out how faith makes a difference in their lives. As long as this parental faith is liberating rather than restricting, children are likely to develop a similar religious perspective.

0515

**Young adolescents' perceptions of the family environment.**

Richardson, R.A. ; Galambos, N.L.~Schulenberg, J.D.~Petersen, A.C. Tucson : The Journal. The Journal of early adolescence. Summer 1984. v. 4 (2). p. 131-153. Includes references. (NAL Call No.: DNAL HQ796.U62). The physical, cognitive, and social change associated with early adolescence may have implications for the nature of family relationships. However, little

information is available regarding the family context of early adolescent development. The purpose of this study is to provide preliminary descriptive data on the family environment during early adolescence. A sample of 335 youngsters from middle to upper-middle class families were interviewed twice a year during the sixth, seventh, and eighth grades. Responses to selected questions were used to examine four domains of family relationships: family affect and closeness, satisfaction and dissatisfactions with the family, family time and activities, and conflict and discipline. Results indicate that overall, as perceived by young adolescents, the family environment is characterized more by harmony than discord. Boys and girls consistently reported good to excellent relationships with their parents, with mothers emerging as particularly important sources of understanding.

0516

**Young, black, and male in America an endangered species /edited by Jewelle Taylor Gibbs ... et al. .**

; Gibbs, Jewelle Taylor. Dover, Mass. : Auburn House Pub. Co., c1988. xxxiv, 377 p. ; ill. ; 25 cm. Includes bibliographies and index. (NAL Call No.: DNAL E185.86.Y6).

Abstract: In this book, experts provide indepth analyses of the economic, social, cultural, and political factors that have contributed to the deteriorating status of black youth, particularly black males. The authors propose a comprehensive family policy and a network of services that address the causes of the multiple problems facing black youth. Topics include: education; employment; delinquency; substance use; teenage fatherhood; physical and mental health; homicide, suicide, accidents, and life-threatening behaviors; the impact of public policy on the status of young black males; and conclusions and recommendations.

0517

**Young girls a portrait of adolescence /Gisela Konopka.**

Konopka, Gisela. Englewood Cliffs, N.J. : Prentice-Hall, c1976. "A Spectrum book." .xiv, 176 p. ; 21 cm. Includes bibliographies and index. (NAL Call No.: DNAL HQ798.K6).

Abstract: Approximately 1,000 girls, age 12-18, were surveyed on their perceptions of marriage, education, sexuality, drugs, and other vital matters. The results were written in this book as an analysis of the lives of America's young women.

0518

**Your money matters presented by Education Associates, Inc. ; produced by Melloan Creative Services.**

; Mauer, Shelley M.; 1953-. Frankfort, Ky. : The Associates, c1987. VHS format. 1 videocassette (14 min.) : sd., col. ; 1/2 in. (NAL Call No.: DNAL Videocassette no.523).

Abstract: Live-action video which

stresses the proper management of money in order to achieve the life style desired. Instructs the viewer in the way a paycheck is calculated. Guides the viewer through the development of personal or family budget. Orients the viewer with checking accounts and credit cards and encourages wise use of both.

0519

**Your ten- to fourteen-year-old** /by Louise Bates Ames, Frances L. Ilg, Sidney M. Baker (Gesell Institute of Human Development).

Ames, Louise Bates. ; Ilg, Frances Lillian. ; 1902-~Baker, Sidney M. New York : Delacorte Press, 1988. Includes index. xiv, 346 p. : 22 cm. Bibliography: p. 337 -338. (NAL Call No.: DNAL BF724.A4).

**Abstract:** Written especially for parents, this book offers advice on how to make adolescence less stressful and more enjoyable for the whole family. This work was produced by child-care experts to help prepare parents for the incredible changes their children will be going through during adolescence. Based on firsthand studies of adolescents, the development of behavior in the home, school, and community is traced, and examples and analyses of these stages are provided for the anxious parent. Topics include: maturity profiles of ten, eleven, twelve, thirteen and fourteen year-olds; maturity trends and growth gradients; self-care and routines; emotions; the growing self; interpersonal relationships; activities and interests; ethical sense; and, after fourteen, what comes next?

0520

**The youth culture controversy: an evaluation.**

Niles, F.S. Tucson : The Journal. The Journal of early adolescence. Fall 1981. v. 1 (3). p. 265-271. Includes references. (NAL Call No.: DNAL HQ796.J62).

Based on some evidence gathered from a study of early adolescents, this article attempts to resolve the "youth culture" controversy. It suggests that peer influence is strong during early adolescence but is limited only to certain areas of behavior which are largely allowed by parents. Furthermore, this trend of increased peer influence is symptomatic of a normal development toward autonomy and the forging of an individual identity. It is also argued that an interest in a "pop" culture is often mistakenly represented as the phenomenon of "youth culture," characterized by anti-adult, even antisocial behavior. In sum, utilizing research data gathered among 272 early adolescent females in Northern England, the argument is that, in actuality, there is no youth culture controversy.

0521

**Youth development competencies desirable for Arizona volunteer 4-H leaders /by Gerald Wayne Olson.**

Olson, Gerald Wayne. 1984. Thesis (M.S.)--University of Arizona, 1984. xi, 116 leaves ; 28 cm. Bibliography: leaves 113-116. (NAL Call No.: DNAL S533.F6604).

**Abstract:** The study identified 46 youth development competencies desirable for Arizona volunteer 4-H leaders to possess. The target population consisted of active 4-H leaders and all 4-H agents in Arizona. A mailed questionnaire was utilized. Differences between leaders and 4-H agent perceptions of the needed youth development competencies were determined. The findings indicated that 46 out of the 71 competencies were identified as "very important" by leaders or agents. The ranking of the competencies by leaders and agents were very similar. Competencies identified by both leaders and agents showed very few statistically significant differences.

0522

**Youth indicators 1988trends in the well-being of American youth.**

Washington, D.C. : Office of Educational Research and Improvement, 1988. Chiefly tables.~ "August 1988."~ "Preparation of Youth Indicators was the responsibility of the Research Applications Division of the Programs for the Improvement of Practice, with Emily Wurtz project coordinator."--p. iii.~ "PIP 88-834"--p.4 of cover. vi, 135 p. : ill. ; 23 cm. (NAL Call No.: DNAL HQ796.Y8).

**Abstract:** The purpose of this book is to offer reliable and important information from which people can draw their own conclusions. The data offered is objective and is drawn largely from standard sources such as the Bureau of the Census and the Bureau of Labor Statistics. This book is organized into five major sections, with a total of 55 indicators. These sections are: 1) "Demographics and Family Composition" provides basic information on how many young people there are and in what kinds of families and households they live, 2) "Family Income" includes data on family finances and costs associated with raising and educating children, 3) "Education" offers a variety of tables on the numbers, achievement, nonachievement, and pupil costs of children, 4) "Youth Employment and Finances" gives information on the employment patterns and earning and spending habits of young people, and 5) "Health Behavior and Attitudes" measures the health and fitness of youth as well as their attitude compared to their parents views and values.

0523

**Youth self-protection: comprehensive approach to a major 4-H issue.**

Wright, S.K.B. Madison, Wis. : Extension Journal. Journal of extension. Summer 1989. v. 27. p. 16-18. Includes references. (NAL Call No.: DNAL 275.28 J82).

This article presents the results of the 1987 Minnesota Adolescent Health Survey and describes how the Minnesota 4-H Development Program is responding to the issues revealed in the data analysis affecting youth-at-risk. First, the author highlights some of the results of the survey, specifically items which indicate self-destructive behaviors. She then discusses the factors incorporated into the Minnesota 4-H Self Protection Programs, including prevention theory, youth participation, adult guidance, early intervention, and collaborative efforts. The author describes the programs developed in the first phase of this program, which deal with four issues: 1) alcohol abuse and drinking and driving, 2) stress, depression and suicide, 3) sexuality, and 4) violence in relationships.

0524

**Youth suicide: a cross-cultural perspective.**

Lester, D. San Diego, Calif. : Libra Publishers. Adolescence. Winter 1988. v. 23 (92). p. 955-958. Includes references. (NAL Call No.: DNAL HQ793.A44).

Changes in the suicide rate of teenagers and young adults internationally from 1970 to 1980 were examined. Twenty-three nations experienced an increase (with Norway experiencing the largest percentage increase), while six experienced a decrease. Unlike general suicide rates, teenage suicide rates were not related to the quality of life in the nations surveyed.

0525

**Youth's outlooks on love: Is it just a stage of two?**

Sandor, D. ; Rosenthal, D.A. Tucson, AZ : H.E.L.P. Books. Journal of adolescent research. Summer 1986. v. 1 (2). p. 199-212. Includes references. (NAL Call No.: DNAL HQ793.J68).

An attitudinal measure of Lee's typology of love was administered to a sample of 242 youths between 15 and 21 years. Variation in subjects' agreement with the six love types was analyzed as a function of sex, age, and resolution of Erikson's identity and intimacy crises. Male, and to a lesser degree, female preferences for love types corresponded with sex-role norms but there were no age effects. This suggested that the differences between the sexes occur before middle adolescence. Differences as a function of identity and intimacy were seen to reflect the construct validity of the measures rather than meaningful changes. The explanatory power of the identity and intimacy constructs, while superior to age as a developmental index, was not substantial.

0526

**1983 Minnesota survey on drug use and drug-related attitudes /prepared by Peter L. Benson ... et al.**

; Benson, Peter L. Minneapolis, Minn. : Search Institute, 1983. "October 25, 1983.". 104, 5 i.e. 14 p. ; ill. ; 28

cm. Includes bibliographical references. (NAL Call No.: DNAL HV5824.Y68N5).

**Abstract:** This study was to provide new information about drug use and drug related attitudes among Minnesota youth. A systematic, statewide survey of nearly 11,000 Minnesota, 8th, 10th, and 12th grade students was conducted. This document presents the results of the statewide survey. A wide range of topics were covered and reported here: Alcohol, driving while drinking, cigarette use, marijuana use, other drug use, age or first use, sex differences, public/nonpublic differences, and school district classification differences. One of the most helpful findings was that youth desire additional school-based opportunities to discuss drugs and alcohol.

0527

**4-H food and nutrition enrichment guide.**

Boltes, B. Corvallis, Or. : The Service. PNW - Pacific Northwest Extension Publication, Washington, Oregon, and Idaho State Universities, Cooperative Extension Service. July 1988. (327). 22 p. (NAL Call No.: DNAL 275.29 W27PN). This is a food and nutrition curriculum developed by a tri-state committee focusing on foods familiar to youth in the Pacific Northwest. The curriculum includes member manuals advanced levels, plus an enrichment guide for members. Curriculum materials follow the guidelines developed by the National 4-H Food and Nutrition Developmental Committee. Each level is designed with a specific age group in mind but the overall goal is life-skill development, i.e. to build a positive self-image, learn new skills, and reach a goal. Units in each level include information about the food featured, food preparation, safety, management (preparation, serving, clean-up), storage, consumerism, nutrition and health, a food activity and a self-evaluation. The Enrichment Guide is optional, but is designed to help members learn about food/nutrition topics at their own pace through activities of their own choosing.

0528

**4-H self-concept building in century III.**

Fu, V.R. ; Wampler, K.W. Madison, Wis. : Extension Journal. Journal of extension. Nov/Dec 1979. v. 17. p. 15-19. Includes references. (NAL Call No.: DNAL 275.28 J82).

A study of 222 9-13 year olds to determine their attitudes towards sex-roles was made to help develop ways to create positive self-worth in times of changing sex-roles. The result of the study showed these preadolescents maintain traditional sex-role attitudes with males perceived to be more aggressive while females were thought of as dependent and cooperative. Recommendations to create nonsexist sex-roles attitudes are given.

0529

**4-H self-concept building in century III.**

Fu, V.R. ; Wampler, K.W. Madison : Extension Journal. Journal of extension. Nov/Dec 1979. v. 17. p. 15-19. Includes references. (NAL Call No.: DNAL 275.28 J82).

The purpose of conducting the study mentioned in this article was to investigate attitudes toward sex-roles as seen through the drawings of preadolescent 4-H members. The use of drawings for this study was based on the fact that drawings have been used extensively in evaluating various personality dimensions and as indicators of psycho-social development. The drawings represented the children's interpretation, perception, and conception of males and females in different situations. This reflects their own identifications, expectations, and status in society at large. A male or female leader who is self-assured and possesses a wide range of human qualities is an excellent role model for a child. Through interactions with the children, they can enhance their personal identification while encouraging wide range development of human qualities. Adults working with children are obligated to offer the best opportunities for the development of a child's individual potential.

0530

**4-H teen leadership development in Nebraska /John D. Orr, Virginia C. Gobeli.**

Orr, John D. ; Gobeli, Virginia C. Lincoln, Neb. : Nebraska Cooperative Extension Service, Institute of Agriculture and Natural Resources, University of Nebraska-Lincoln, 1986. Title on cover: 4-H teen leadership development in Nebraska : an evaluation, 1986.~ "Extension studies"--Cover. vii, 173 p. : charts ; 28 cm. Bibliography: p. 123. (NAL Call No.: DNAL HQ796.07). Abstract: This study was designed to document the level youth feel the Nebraska 4-H Program provides meaningful involvement in teen leadership development empowerment. It is a documentation and evaluation of the implementation of the philosophy that teens are a resource in the 4-H programs and activities designed for that purpose. The findings indicate that teens perceive 4-H activities contributing to the development of specific leadership life skill. Teens in the study feel direct ownership involvement and empowered in 4-H program decision-making. An exciting discovery of the study was that teens perceived these activities as youth participation where they worked with adults who felt that teens were responsible and can make capable contributions to 4-H. Four H is perceived by teens to provide meaningful and enjoyable leadership opportunities. Finally, 4-Hers in this study felt good about themselves as indicated by the Piers Harris Self Concept Scale.

0531

**4-H with global perspectiveKris Lenz Litzow.**

Litzow, Kris Lenz. Stacy, MN : Spectra Photo/Audio, 1988 . Presented at the 1988 National Association of Extension 4-H Agents 42nd Annual Conference, Nov. 6-10, 1988, Minneapolis, MN.~

"317-T15."~ Title in proceedings: 4-H with a global perspective. 1 sound cassette (ca. 90 min.). (NAL Call No.: DNAL Audiocassette no.138).

Abstract: The reality is we are global community. If youth are to understand the influences and events in their daily lives they must understand the influences and events in the world with which they are so closely linked. This seminar will focus on specific examples of how to expand youth's global understanding through nonformal, experiential education in 4-H activities. Participant will experience many of the educational ideas through participation, demonstration and discussion. Handouts will be prepared for use in further training with 4-H staff and volunteers. A detailed protocol for conducting a training session modeled after this seminar will be included. Material presented in this seminar has been used with 4-H in Southeastern Minnesota.

0532

**4-H's influence on advanced training, careers and leadership roles in adulthood /S. Kay Rockwell, Roy F. Stohler, Louie E. Rudman.**

Rockwell, S. Kay. ; Stohler, Roy F. ; 1931--Rudman, Louie E. Lincoln? : Nebraska Cooperative Extension Service, Institute of Agriculture and Natural Resources, University of Nebraska-Lincoln, 1981. "April 1981." . vii, 100, 6 leaves ; 28 cm. Bibliography: leaf 70. (NAL Call No.: DNAL S533.F66R613).

Abstract: The purpose of this study was: (1) to explore how former 4-H members felt their 4-H experience influenced their selection of additional training or education and their choice of an occupation and/or career, (2) to evaluate how former 4-H members felt 4-H experiences helped them with leadership skills in occupations or community activities and (3) to provide Extension with an assessment of program thrusts offered over the years. A mail questionnaire was used using a Likert-scale format. The study involved 4-H alumni born between 1944 and 1954. The study showed that a substantial number of 4-H alumni felt 4-H activities and the people involved influenced their choice of a career. The longer they were members the more influence 4-H had on their choice of an area of study or their selection of an institution of higher education. 4-H alumni responded positively when asked how helpful the overall 4-H activities were preparing them for specific roles in adulthood.



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